PB89-167985

Superfund Community Relations Program
A Guide to Effective Presentations with Visual Aids

(U.S.) Environmental Protection Agency, Washington, DC

Jun 88

U.S. Department of Commerce
National Technical Information Service
NTIS

United States
Environmental Protection
Agency

Office of Emergency and
Remedial Response
Washington DC 20460

EPA 540-G-89-001
June 1988

PB89-167985

Superfund

EPA

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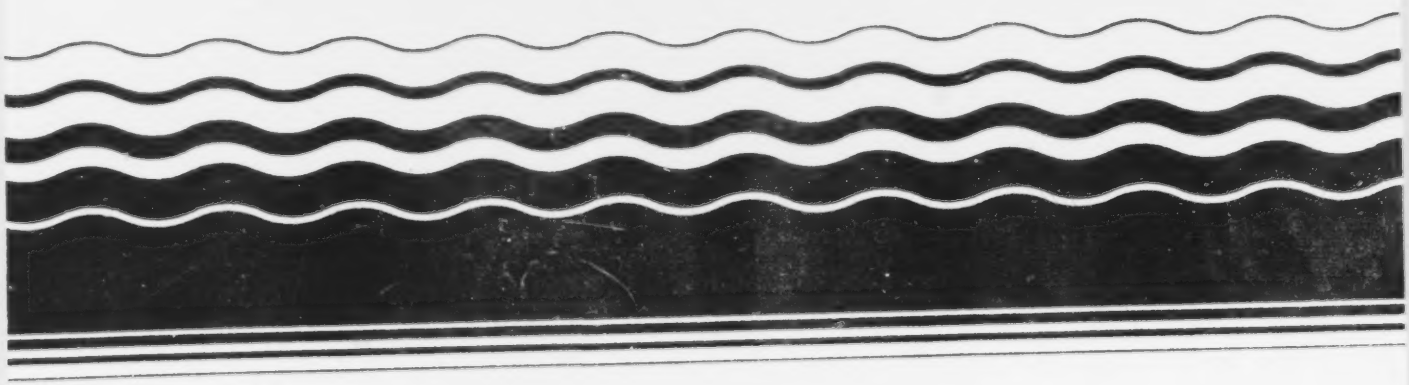

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U.S. DEPARTMENT OF COMMERCE
NATIONAL TECHNICAL INFORMATION SERVICE
SPRINGFIELD, VA. 22161

TECHNICAL REPORT DATA
(Please read Instructions on the reverse before completing)

1. REPORT NO. EPA/540/G-89/001	2.
3. RECIPIENT'S ACCESSION NO. PB89-167985/AS	
4. TITLE AND SUBTITLE SUPERFUND COMMUNITY RELATIONS PROGRAM: A Guide to Effective Presentations with Visual Aids	5. REPORT DATE June 1988
	6. PERFORMING ORGANIZATION CODE
7. AUTHOR(S)	8. PERFORMING ORGANIZATION REPORT NO.
9. PERFORMING ORGANIZATION NAME AND ADDRESS OFFICE OF EMERGENCY AND REMEDIAL RESPONSE OFFICE OF SOLID WASTE AND EMERGENCY RESPONSE U.S. ENVIRONMENTAL PROTECTION AGENCY WASHINGTON, DC 20460	10. PROGRAM ELEMENT NO.
	11. CONTRACT/GRANT NO.
12. SPONSORING AGENCY NAME AND ADDRESS Same as (9)	13. TYPE OF REPORT AND PERIOD COVERED
	14. SPONSORING AGENCY CODE EPA/540/01

15. SUPPLEMENTARY NOTES

16. ABSTRACT

This guide is designed to assist Superfund community relations personnel and their contractors in preparing presentations to enhance public understanding and encourage informed participation in the cleanup process. It specifically addresses the selection and development of effective visual aids which are best suited to presenting complex technical materials clearly and concisely to increase the understanding of the non-technical public.

17. KEY WORDS AND DOCUMENT ANALYSIS

a. DESCRIPTORS	b. IDENTIFIERS/OPEN ENDED TERMS	c. COSATI Field/Group

18. DISTRIBUTION STATEMENT RELEASE TO PUBLIC	19. SECURITY CLASS *(This Report)* UNCLASSIFIED	21. NO. OF PAGES 78
	20. SECURITY CLASS *(This page)* UNCLASSIFIED	22. PRICE NTIS PB89-167985/AS $6.95

EPA Form 2220-1 (Rev. 4-77) PREVIOUS EDITION IS OBSOLETE

EPA/540/G-89/001
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NOTICE

The information in this document has been funded, wholly or in part, by the United States Environmental Protection Agency under Contract No. 68-01-7376 to Booz, Allen & Hamilton Inc. It has been subjected to the Agency's peer and administrative review and has been approved for publication as an EPA document.

This handbook is intended to present guidance on how to make effective presentations.

FOREWORD

As an EPA employee working in the Superfund program, you may frequently be called upon -- sometimes on short notice -- to present information on a wide range of Superfund program topics at conferences, community meetings, and internal EPA meetings. Delivering good presentations in these situations will likely increase public understanding and encourage informed participation in the cleanup process. Poor presentations, on the other hand, pose the risk that confusion and alienation between you and the audience could result. When you have invested time in making a presentation, it is critical that it be a successful one.

This guide was prepared to assist you in making the most out of your time investment by providing basic, comprehensive information on developing effective presentations. The use of visual aids, coupled with good public speaking skills, work hand-in-hand to create winning performances. Your speaking style and stage presence are personal talents that you can refine with much practice and experience. Each aspect of effective presentations, however, could not be detailed in this guide. Instead, much emphasis is given to visual aids which are essential to all successful presentations.

Chapter I, "Designing The Presentation," describes the three major steps in preparing a presentation. The three steps are establishing the objectives, planning and organizing the material, and using visual aids.

Chapter II, "Adding The Visual Dimension," discusses the importance of selecting appropriate visual aids. The question of what to use and how to choose is addressed throughout the chapter. Also presented are the advantages and limitations of each type of visual aid.

Chapter III, "Putting It All Together," makes use of actual visuals and presentations that have been used by the Regions. These examples serve as good models to which all Superfund staff can refer.

The guide concludes with "Wrapping Up." This section highlights the major points emphasized throughout the manual and summarizes the effectiveness of visual aids when used appropriately.

The guide presumes you have given presentations before and therefore would benefit from tips more than from full explanations. Throughout the guide, illustrations designed for Superfund presentations are provided, and worksheets and checklists have been produced for you to copy and use with any presentation.

The Community Relations Coordinator (CRC) within each Region can serve as an additional resource to you. The CRCs have had much experience with making presentations, and they may have visual aids that can be made available to all Superfund staff. The CRCs can also provide you with ways to improve delivery skills and overall presentations.

This guide has adapted major portions of the Chapters on Presentations and Audiovisuals from EPA and The Public: A Handbook on Public Participation Concepts and Skills, Barry Lawson Associates, Inc.

The United States Environmental Protection Agency Superfund Community Relations Office Staff expresses appreciation to the Effective Superfund Presentations Workgroup composed of Regional and Headquarters staff, and Booz Allen and Hamilton, Inc. for assistance in developing and producing this guide.

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CHAPTER I:

DESIGNING THE PRESENTATION

CHAPTER I: DESIGNING THE PRESENTATION

There is no secret to developing an effective presentation. Establishing your objectives, planning and organizing your material, and using appropriate visual aids are the essential ingredients. The recipe for effective presentations calls for all three ingredients, and you must use them in the order in which they are presented here. By establishing your objectives first, you can prepare material that supports each objective. The use of visual aids will move you further along toward your objectives by illustrating and emphasizing your ideas more effectively than words alone. Let's begin, then, at the beginning: As you start to design your presentation, you must ask yourself, "What do I want to accomplish by making this presentation?"

Establishing The Objectives

For any successful presentation, you must know your objectives. It is these objectives that drive your presentation and move the audience to your end goals. Your end goals may be that the attendees take a particular action, adopt a new perspective, or respond to facts and information. Establishing these goals require careful planning. The key to designing your presentation is determining these objectives. After all, they become the foundation upon which your content, organization, and visual aids are built.

Establishing the objectives for your presentation requires an analysis of your own goals, as well as your audience's needs and expectations. By considering the nature of your audience, you can more easily determine what you will present and how you will present it. An audience analysis will enable you to:

- Select appropriate points of emphasis in your presentation
- Develop a useful level of detail
- Choose and prepare appropriate visual aids
- Create a tone that is sensitive to your audience's circumstance.

Your presentation will ideally form a bridge between something you have and your audience wants. Let the audience analysis influence the form of information presented so you can create this bridge.

Many people can provide you with valuable information regarding the audience to whom you will be speaking. These people include the Regional Superfund Community Relations Coordinator (CRC), the person(s) responsible for organizing the gathering, and others who are familiar with the site community. Their information can assist you in developing a presentation that effectively fulfills your objectives and the needs of the audience. In addition, the Audience Profile Worksheet (Worksheet 1) contains good questions to consider when preparing your presentation.

Worksheet #1

Audience Profile

The time invested in mentally sketching your audience profile will enable you to focus efficiently on presentation content and choice of illustrations.

Audience size: _____

Audience Composition:
E.G., engineers, construction Workers, Housewives, etc.
Age, educational level, political or interest group affiliation, economic level, etc.

_____

_____

Audience knowledge of the problem:
____ knowledgeable ____ somewhat familiar ____ unfamiliar

Audience knowledge of the Agency/organization you represent:

_____

_____

_____

Known strong views of audience on this topic:

_____

_____

_____

_____

Other relevant intelligence about audience characteristics or concerns:

_____

_____

_____

_____

Planning and Organizing Your Material

When you have determined the characteristics of your audience, then you are ready to plan and organize your material. First, you must analyze the physical setting in which the presentation will take place. Each presentation setting is unique, and an understanding of the setting will enable you to make strategic decisions concerning the most effective visual aids to use. The size of the room, the physical and electrical resources available, and the size of the audience are just a few examples of variables that can influence your presentation style. You will enhance your effectiveness if you consider and plan for presentation setting factors that include:

- The circumstances that prompted the meeting
- The person(s) responsible for organizing the meeting
- The type of meeting that is scheduled
- The amount of time available for the meeting
- The seating arrangements for the meeting
- The location and time of day at which the meeting will take place.

Exhibit I-1 shows how the presentation setting may affect the group interaction and flow of information. As you can see, the physical setting will affect the presentation content and format.

The Presentation Setting Worksheet (Worksheet 2) is designed to help you in taking stock of your particular presentation setting. The person(s) responsible for organizing the presentation can assist you in seeking this information. By analyzing the physical setting, you can determine the presentation style that will work best. In addition, you can organize your content and prepare visual aids that will be useful in the particular setting.

Organizing this material requires careful planning. The tips listed in Exhibit I-2 will assist you in tailoring your approach accordingly. Keep in mind that the use of visual aids will help to produce effective one-way or two-way communication. Many factors are involved in choosing these visual aids, and the type of interaction you want to develop with the audience will influence your choice.

EXHIBIT I-1
PRESENTATION SETTING MATRIX

TYPE OF MEETING	GOAL	SEATING ARRANGEMENT	EFFECT
Formal Public Meeting	One-way Communication	Theatre or Classroom, Audience Faces Speaker at Front of Room	Power To Shape Context and Process Held by People Running Meeting
Informal Small Group Discussion	Complex Communication, Participants Communicate with Each Other	Round Table, or Square Table	No Power Relation-Ships Based on Seating, Communication Occurs Across Table and From Side to Side
Technical Seminar	One-way or Two-way Communication	U-Shaped Table	Creates an Equality of Participants, Gives the Center of the "U" a position of Power and Can Provide Space for Media Use
Small Briefing for Staff	Multiple Communication, Participants Communicate with Each Other	Rectangular Table	Power to Shape Context and Process Held by People at Each End of the Table

The physical setting influences the presentation style and format. You must determine the type of interaction you want to develop between you and the audience.

Worksheet #2

Presentation Setting

By using this worksheet as a quick reference, you can assess the setting in which you'll speak, then shape your tone or style for maximum effect.

THE SPEAKER IS:

_____ A sole authority
_____ A member of a panel
_____ One of _____ debators
_____ A co-presenter with one other person
_____ Other

SCHEDULED TIME: (a.m/p.m)

_____

DURATION OF PRESENTATION (MIN.)

_____

REMARKS TO BE PRESENTED AT:

_____ _____ Hearing
(Name type, e.g., congressional, public, court)
_____ Conference keynote session
_____ Conference workshop session
_____ Press conference
_____ Briefing to supervisor
_____ Briefing to colleagues
_____ Public meeting
_____ Workshop
_____ Informal Meeting
_____ Other _____

OTHER SPEAKERS AND TOPICS (Before/After)

_____
_____
_____
_____
_____
_____

AUDIO-VISUAL EQUIPMENT AVAILABLE:

_____
_____
_____
_____
_____
_____

SPACE FOR PRESENTATION:

_____ Auditorium
_____ Large meeting room
_____ Small meeting room
_____ Living room
_____ Outdoors

CIRCUMSTANCES:

_____ Urgent _____ Routine

EXHIBIT I-2

PLANNING AND ORGANIZING YOUR MATERIAL

Planning Your Material

- **Do not wait to prepare your speech** while on your way to the meeting. Plan ahead. You cannot do your best at presenting or persuading by "winging it."

- **At a minimum, prepare an outline** of goals, major issues to be discussed, and information to be presented to support main themes.

- Limit content to your major point and **no more than five key** supporting points.

- **From your Audience Analysis**, consider such things as whether audiences are likely to be friendly or unfriendly, lay or technical in their background, and whether they want only to listen or to respond and contribute. Prepare your content accordingly.

- If you anticipate angry feelings among audience members, consider going to the meeting early to talk to several individuals about their fears and concerns. Present this information to the group in your introduction. **Recognizing and acknowledging audience concerns** can go a long way toward showing that you are listening and are sensitive to their needs.

- **From your Presentation Analysis**, select appropriate visual aids and a presentation style that will be effective in the physical setting for your gathering.

Organizing Your Material

When organizing your material, consider an "old chestnut" of public speaking—**"Tell'em what you're going to tell'em; tell'em; and tell'em what you told'em."** This recommendation:

- Recognizes the importance of reinforcement in adult learning

- Completes the communication for the listener

- Informs people who arrive late of what they missed

- Recognizes the importance of organization, highlighting, and summarizing main points for the audience

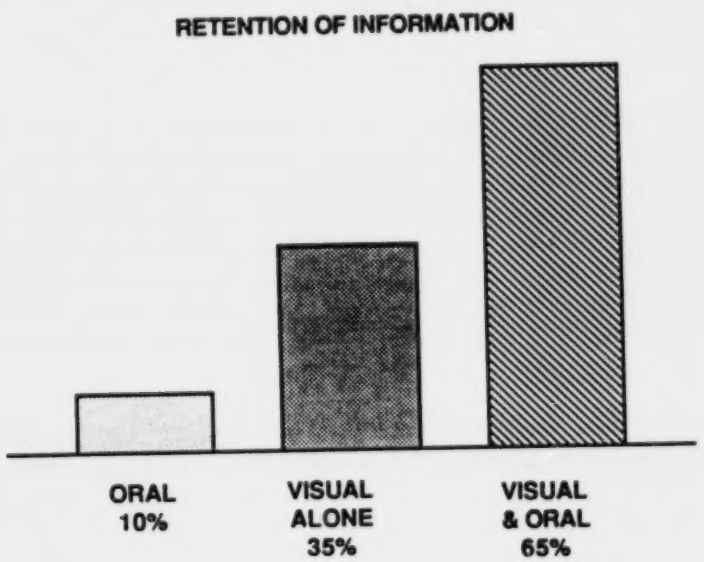
- Serves to clarify main themes for the audience at the end of the presentation.

Using Visual Aids

Visual aids help your presentation make things happen. Visual aids help you reach your objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce your message, clarify points, and create excitement.

Visual aids involve your audience and require a change from one activity to another: from hearing to seeing. When you use visual aids, their use tends to encourage gestures and movement on your part. This extra movement reinforces the control that you, the speaker, need over the presentation. The use of visual aids, then, are mutually beneficial to the audience and you!

Visual aids add impact and interest to a presentation. They enable you to appeal to more than one sense at the same time, thereby increasing the audience's understanding and retention level. With pictures, the concepts or ideas you present are no longer simply words -- but words plus images. The chart below cites the effectiveness of visual aids on audience retention:



People tend to be eye-minded, and the impacts visual aids bring to a presentation are, indeed, significant. The studies, below, reveal interesting statistics that support these findings:

- In many studies, experimental psychologists and educators have found that retention of information three days after a meeting or other event is six times greater when information is presented by visual and oral means than when the information is presented by the spoken word alone.

- Studies by educational researchers suggest that approximately 83% of human learning occurs visually, and the remaining 17% through the other senses -- 11% through hearing, 3.5% through smell, 1% through taste, and 1.5% through touch.

- The studies suggest that three days after an event, people retain 10% of what they heard from an oral presentation, 35% from a visual presentation, and 65% from a visual and oral presentation.

The use of visual aids, then, is essential to all presentations. Without them, the impact of your presentation may leave the audience shortly after the audience leaves you. By preparing a presentation with visual aids that reinforce your main ideas, you will reach your audience far more effectively, and, perhaps, continue to "touch" them long after the presentation ends.

Summary

Designing your presentation requires much planning on your part. To develop an effective presentation, you must first establish objectives that are mutually rewarding to you and your audience and, secondly, plan and organize material that will move your audience to these goals. To accomplish these two steps, you must consider the needs of your audience and the physical setting in which the presentation will take place. By performing these two types of analyses, you can develop an engaging presentation with appropriate visual aids that promises to create impact, stir thought, and address the needs and interest of your audience.

Now that we know how important it is to use visual aids in presentations, let's look at the types of visual aids available to us and how they can be used effectively.

CHAPTER II:

ADDING THE VISUAL DIMENSION

CHAPTER II: ADDING THE VISUAL DIMENSION

Visuals add an important dimension to a presentation, and you, the speaker, must capitalize on this dimension. It is critical that you prepare visual aids that reinforce your major points, stimulate your audience, and work well in the physical setting of your presentation.

Preparing Visual Aids

Each type of audio-visual and visual aid brings advantages and limitations to the presentation setting. Audio-visual technology must be evaluated on the basis of the speaker's goals, the intended audiences, and the agency capabilities and budgets. The budgets are affected by:

- The availability and cost of production facilities and equipment
- The means of distribution and duplication
- Available staff expertise.

Choosing among these media is a matter of weighing the relative factors of versatility, ease of production, and cost.

Visual aids and audio-visuals include a wide variety of communication products, including flip charts, overhead transparencies, slides, audio-slide shows, and video tapes. Demonstrating a process or simply passing around a sample of some equipment or model are also effective ways to clarify messages visually. If visual aids are poorly selected or inadequately done, they will distract from what you are saying. The tips listed in Exhibit II-1 will help you in the selection and preparation of visual aids.

EXHIBIT II-1

TIPS ON PREPARING VISUAL AIDS

- **Start with at least a rough outline of the goal** and major points of the presentation before selecting the visual aid(s). For example, a particular scene or slides may trigger ideas for the presentation, providing the power of images. Do not proceed too far without first determining what you want to accomplish, what your audience wants to gain, and what the physical setting requires.

- **Consider mixing different visual aids in a single presentation:** For example, you might want to use slides, overhead projections, or films for the major portion of the presentation. Once the lights are turned on, you might want to refer to maps which the audience can then peruse after the formal part of the meeting. Also consider placing materials for display on large mounted display boards. The combination of media followed by a live presentation performance works particularly well.

- **Each element** of an audio-visual product — a single slide or a page of a flip chart presentation, for example — **must be simple** and contain only one message. Placing more than one message on a single image confuses the audience and diminishes the potential impact of visual media. **Keep visual aids BRIEF.**

- Determine the **difference between what you** will **say** and **what the visual aid** will **show.** Do not read straight from your visuals.

- **Ask the audience to read or listen, not both;** visual aids should not provide reading material while you talk. Rather, use them to illustrate or highlight your points.

- **Give participants standard paper size copies** of various graphic aids used in your presentation. They will be able to write on the paper copies and have them for future reference.

- **Assess your cost constraints.** An overhead transparency presentation can always be used in a formal environment if 35 mm slides are too expensive.

- **Account for production time** in your planning and selection process. Slides must be developed, videotape edited — you do not want to back yourself against a wall because the visuals are not ready. You can often get production work done in 24-48 hours, but it is much more expensive than work that is done on an extended schedule.

TIPS ON PREPARING VISUAL AIDS

(Continued)

- Use **local photographs** and **examples** when discussing general problems and issues. While a general problem concerning water quality, for example, may elude someone, showing a polluted local stream can bring the issue home.

- Use **charts** and **graphs** to support the presentation of numerical information.

- Develop **sketches** and **drawings** to convey various designs and plans.

- Use **local maps** to show the location of projects, and to convey information on land use and character.

- **Line drawings** and **cartoons** are useful for making points not easily displayed in another graphic form.

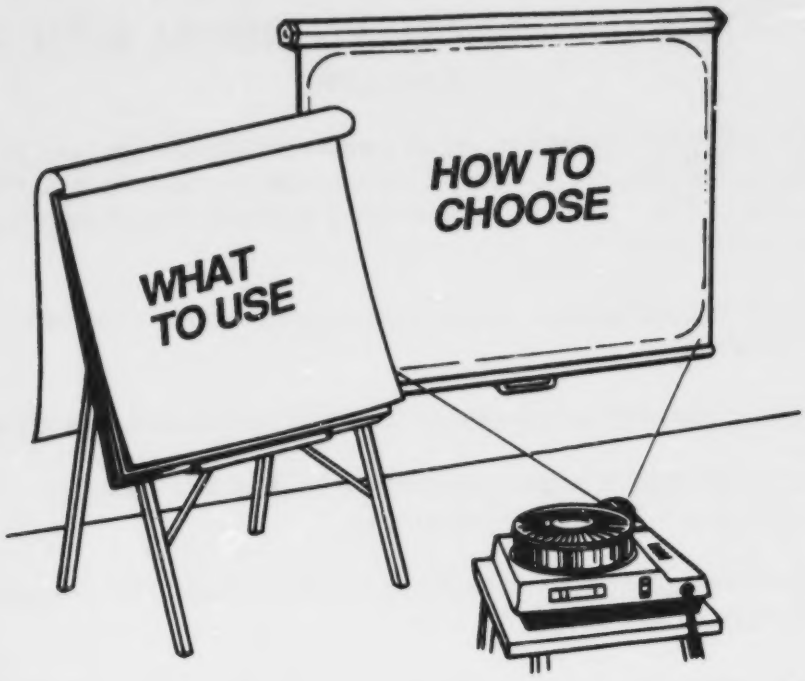
- When preparing graphics, **make sure they are not too crowded in detail.** Do not over-use color. See that line detail, letters, and symbols are bold enough to be seen from the back of a room.

- **Do not use visual aids for persuasive statements,** qualifying remarks, emotional appeals, or any type of rhetorical statement.

- **If you have handouts, don't let them become a distraction** during the presentation. They should provide reinforcement following your address. Consider giving them out after the presentation, unless the audience will use them during the presentation or will need to review them in advance of the presentation.

- **Practice presenting the full program** using graphic materials so you are familiar with their use and order. If you use audio-visual materials, practice working with them and the equipment to get the timing down right.

- **Seek feedback on the clarity of your visuals** and do so early enough to allow yourself time to make needed adjustments.



The question of what to use and how to choose is an excellent one. The next several pages will help you answer this question by identifying the advantages and limitations of each type of visual, as well as the development techniques required in preparing each. By looking at these pros and cons, you can more easily decide what will work best for your presentation.

FLIP CHARTS

Flip charts are quick, inexpensive visual aids for briefing small groups. The charts, felt-tip markers and graphic materials are readily available, and with a modest ability at lettering, the presenters can compose the desired visual aid in-house.

Flip charts:

- Help the speaker proceed through the material
- Convey information
- Provide the audience with something to look at in addition to the speaker
- Can be prepared prior to, as well as during, the presentation
- Demonstrate that the speaker has given thought to his or her remarks
- Can be used to record audience questions and comments
- **Can be converted to slides**

Limitations

- May require the use of graphics talent
- **Are not suitable for use in a large audience setting**
- May be difficult to transport.

When Developing Flip Charts:

- Each sheet of paper should contain one idea sketch, or theme.
- Words, charts, diagrams, and other symbols must be penned in a large enough size to be seen by people farthest from the speaker.
- In general, make each letter at least 1/32" high for each foot of distance from the material. For example, a 1-inch letter is legible from 32 feet, and a 2-inch letter from 64 feet. Divide the distance from the back of the room to the visual by 32 to determine the minimum size of letters.
- **Use block lettering, since it is easiest to read.** Use all capital letters, and do not slant or italicize letters.
- **Use and vary the color.** Also, check from a distance to make sure the color works well and is not distracting.

FLIP CHARTS

OVERHEAD TRANSPARENCIES

Overhead transparencies are useful for audience settings of 20 to 50 people and **can be produced quickly, easily, and inexpensively**. Any camera-ready artwork, whether words, charts, illustrations, or diagrams can be made into transparencies using standard office paper copiers.

- Most manufacturers of paper copiers offer **clear and colored acetate sheets that run through copying machines like paper,** but transfer a black image into acetate for use as overhead transparencies.
- The standard transparency size is 8 1/2 " x 11". The only piece of hardware required is an **overhead transparency projector.**
- Overlay transparencies provide a good cumulative presentation.
- Speaker can use overhead projector with significant light in the room, thereby enabling the speaker to maintain eye contact with the audience.

Limitations:

- **The projected image size is sometimes too small** to be seen from the back of a large room.
- Often, the image does not sit square on the screen, as the head of the projector is tilted to increase the size of the image.
- It is difficult to write on the transparency while it is on the projector.
- Sometimes the projector head gets in the audience's way.
- **Some speakers feel captive to the machine,** because they must change each transparency by hand.

When Developing Overhead Transparencies:

- **To add color, simply cut a piece of colored acetate gel,** available at art stores, to the shape and dimensions needed to highlight a particular part of a transparency. The second (or third) color is taped to the edges of the transparency with clear tape, or glued over an area with clear invisible adhesive such as spray adhesive.
- **Permanent ink color marker pens are available** for use in hand-coloring parts of an overhead transparency.

OVERHEAD TRANSPARENCIES

- **Overhead transparencies can be developed during a presentation** by marking on acetate sheets with water-soluble or permanent transparency pens. The same approach can be used to add information to existing transparencies. In both cases, a damp tissue can be used to wipe information off a transparency that has been marked with water-soluble ink.

- Opaque objects placed on a projected transparency **create a shadow or silhouette that serves to highlight informaton.** For example, a rubberband on a transparency makes the impression of words being circled; a swizzle stick or other pointed object can be used as a pointer or word highlighter; a straight piece of wire can be used to underline key words or phrases.

- When removing a transparency from the machine during the presentation, slide the next immediately underneath it to achieve a smooth transition. **Don't leave the screen blank** with the light on.

- **A 45-degree angle to the audience** is the most effective location for an overhead projector and screen. This provides for the least obstructed view. Ideally, set the projector on a table lower than surrounding tables or platforms to make it less imposing.

- **Work with a partner** who will switch your transparencies while you address the audience. This will be less distracting for you and your audience.

- Transparencies with too much information -- especially typed pages designed for a printed piece and transferred to acetate -- are confusing. **Keep transparencies simple.**

- When typing words for transparencies, **use bold typing elements** such as ORATOR and capitalize.

- Consider making use of a **laser printer** that can produce good quality transparencies in a variety of bold type styles. These printers, **coupled with desktop or portable personal computers** are becoming widely available, and prices have dropped significantly. The quality of type and variety of type styles makes this a superior option when compared with transparencies done on an office typewriter.

POSTERS

Posters are prepared graphic devices that can be made of a variety of materials and media – photographs, diagrams, graphs, word messages, or a combination of these. Posters work best in smaller audience sizes.

- Posters are **permanent** and **portable**.
- Posters can be **simple** or very **elaborate**.
- Posters can be used **alone** or **in a series** to tell a story.

Limitations:

- Posters tend to contain too much detail.
- Transporting them can be difficult.
- The more elaborate posters require extensive preparation and can be quite costly.

When preparing posters:

- **Each poster should contain one message** or theme.
- Words, charts, diagrams, and other symbols must be penned in a large enough size to be seen by everyone in the room.
- **Use all capital letters,** and do not slant or italicize letters.
- **Use and vary the color.** Also, check from a distance to make sure the color works well and is not distracting.

POSTERS

35 MILLIMETER SLIDES

35mm slides enliven a presentation for virtually any size audience. They can project a professional image, are relatively inexpensive to produce, and if necessary, can be produced quickly.

- **Slides have high credibility with audiences** because viewers looking at photographic slides taken in the field often feel that seeing is believing.
- The only hardware required is a **slide projector and a screen.** Slide programs are easy to package in slide trays.
- **Changes in slides or in their sequencing** can be done rapidly to meet changing conditions or audiences.

Limitations:

- Slides cannot be made using a photocopying machine. Therefore, they require more time and money to produce than overhead transparencies.
- The lights must be dimmed more for slides than for overhead transparencies.
- Slides require a great deal of preparation and rehearsal.

When Developing a Slide Presentation:

- **Use the outline** or text of your talk to note places for appropriate visuals.
- **"Story boards"** create a visual, as well as a written outline for the speaker. (See illustration.) They can be invaluable time-savers in helping to organize thoughts and pictures.
- Arrange to **photograph the necessary shots or borrow slides** from a slide bank, if possible.
- **On field trips** to project sites, agency staff should consider taking photographs for future use. Building a slide library containing photographs of each stage of a project's development and having slides of related projects provides a base from which to make a slide program.
- The best slide programs often mix field photographs with slides of charts, graphs, and other supporting images.
- **Catalog and categorize slides,** and place a date, location, and other relevant information on each slide.
- **Vendors can make word slides and illustrations by computer,** though they tend to be costly.

Story boards can help you efficiently pull together your thoughts and visuals. This technique can also be used for videotape presentations.

STORY BOARD

1. We would like to describe to you some of the major conclusions of the RI/FS at the Berry-Rehm Site

Title Slide

Berry-Rehm Site

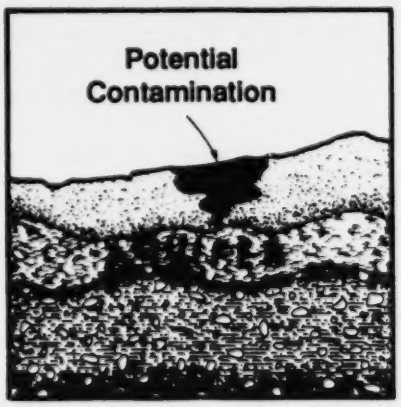
Remedial Investigation/ Feasibility Study Report

2. The two major problems at the site are soil contamination from leaking drums of _____.

Shot of Site

3. and potential groundwater contamination of the Southeast corner of the Lewiston aquifer.

Graphic of Area



AUDIO-SLIDE SHOW

Audio-slide shows are self-contained programs having pre-recorded soundtracks that are coordinated with slides by use of electronic synchronizers. The recording tape includes electronic signals that activate a connected slide projector so that an image appears simultaneously with the appropriate voice message, music or sound effects. Audio-slide programs can serve audiences ranging from a handful to a couple of hundred people.

- For a fraction of the cost of films, audio-slide programs can achieve many of the same program needs.
- They can impart considerable information because color and a wide array of audio-techniques and visual images can be used.
- If multiple projectors are used with dissolve units that allow images to "fold" into one another, even a sense of movement can be created.
- They usually can be produced in-house, equipment is accessible, and they offer a presenter the flexibility of changing slides to meet the needs of specific audiences.

Limitations:

- Time must be allotted for developing script, sound-track, title and credit slides, visuals, and for production.
- Each presentation requires securing and assembling proper equipment synchronizer, tape recorder, project(s), screen(s).
- Good maintenance must be given to slides so that a warped slide doesn't malfunction and throw off an entire presentation.

When Developing a Program:

- Identify all components to the program and possible resources to assist in developing these components (e.g. photo lab, recording studio, slide library, graphic artists, a person who has prepared similar programs).
- Make an initial contact with resource personnel to see what services they can provide, time frames and their scheduling requirements.
- Develop a tentative production schedule.
- Prepare a script or a story board (see 35mm Slides, p. II-10) and carry this script with you.

AUDIO-SLIDE SHOW

AUDIO-SLIDE SHOW

(Continued)

- Photograph or borrow slides of scenes that emphasize your points. Also, gather charts, drawings, books, or other resource materials pertinent to the subject which may be photographed or reproduced graphically as slides.
- Keep images to one message per frame.
- Test-run the slide-tape show with enough time to replace slides that are unclear.
- Secure permission to use commercial or otherwise copy-writed music or material.
- Keep credit slides to a minimum and use simple design for clarity.

AUDIO-SLIDE SHOW

VIDEOTAPE

Videotape electronically carries both a picture and a sound track. Its features of sound, movement, vivid image, color, and variety hold an audience's attention the way film does. Videotape can be used to program an entire presentation, or to support a speaker's remarks by highlighting certain topics. With its features of movement and sound, for example, videotape can be a valuable medium for illustrating site cleanup activities at a Superfund community information meeting.

- **Other valuable uses of video** include: instruction and staff training, a tool to provide feedback to speakers at rehearsals of presentations, a visual record of an important public meeting, workshop, an investigation, or meeting for citizens and officials unable to attend.

- **Most commercial television programs are recorded and broadcast on videotape.** This presents opportunities for airing videotaped Superfund programs on local TV stations. Many stations and universities will assist with developing a program of good quality. Videotaped programs can be recorded and broadcast immediately. Playback is through some form of television set, from small home sets to large commercial screens. Videotape can be edited.

Limitations:

- Videotape productions can be expensive to create and require experienced production teams.

- In large meetings, the audience may not be able to see the monitor.

When Developing Videotape:

- **Practicing** with the equipment by filming, as well as showing, is the best way to overcome hesitancies about its use.

- To cover the basics if you are brand new to video use, **budget yourself a one hour session with an experienced video producer,** whether amateur or professional. University extension programs and the local cable T.V. station are good places to check for a no-cost session. Discuss your ideas. Your budget will determine whether you should tape on your own or have a professional make the videotape.

- **Composing and editing** a 15-minute video production can easily consume dozens of hours whether you do all of the work or contract to have part of it done. In order for this kind of investment to pay off, it usually means that the final product should be viewed by a large audience or multiple audiences. Consider the facilities available before choosing to use videotape.

- **Some citizens and officials feel uncomfortable** when they know they will be videotaped. For some people, video taping represents an invasion of their privacy. Be sensitive to these people's needs. Videotape can prove a useful tool only so long as the staff and public do not feel threatened by it.

Testing The Design Of Your Presentation

When you have prepared the visuals you want to use in your presentation, you must practice using them. Do a practice run in full, preferrably with someone you know well and with someone you do not know well. Alternatively, use a video or audio tape recorder, or a mirror.

If you are making a group presentation, do a complete practice run in full. A practice run will ensure that each presentation builds on the previous one and that all the points are covered. These colleagues can also provide valuable feedback. The tips below will help you make the most out of your practice runs:

- Seek feedback at the point when you have your material well organized but not committed to memory. This will enable any needed changes to be incorporated easily.

- Use the Observer's Checklist (Worksheet 3) to gather your rehearsal audience's feedback. This feedback will include an evaluation of the presentation's length, logic, clarity, and interest level; the speaker's rate of delivery, voice level, and conversational pattern; and the usefulness of the visual aids.

Once you are satisfied with the content of your presentation, make sure that the technical supports are in place or lined up:

- Check with the meeting organizer to make sure the equipment you need will be there

- Use the Logistics Planning Checklist (Worksheet 4) if you are also the meeting organizer

- If at all possible, arrive at the location of your presentation an hour early to check your equipment and room arrangements. Practice using your visuals with the equipment provided. Make sure that you know where the on/off switch is and make arrangements to have the lights dimmed, if necessary.

Rehearsal is a fundamental step in developing and refining effective presentations. Practicing your presentation and working closely with the meeting organizer to secure the necessary technical supports will assist you in making a smooth performance.

Summary

In this chapter, evaluation plays a recurring theme. You must evaluate the appropriateness of the visual aids. You must evaluate how best to prepare them. You must evaluate their effectiveness in your practice run. Adding the visual dimension to a presentation is key to ensuring the presentation's overall success and evaluation plays an important role in choosing and effectively using visual aids.

Worksheet #3

Observer's Checklist for Rehearsals

This checklist covers key areas of focus when observing the delivery of a presentation. You can use it as a quick reference guide to aid a presenter in polishing his or her presentation.

CONTENT

____ Central idea is clear
____ Main ideas are clearly understood
____ Level of detail is appropriate to the audience
____ Ideas flow in logical sequence
____ Presentation is interesting and attention-getting
____ Introduction tells you where the speech is headed
____ Conclusion ties it together and summarizes main points
____ Word choice is varied and free of alienating jargon
____ Examples are varied and relevant

TIMING

____ Too long (Could a main point be deleted, supporting evidence or examples cut? Could handouts be used to address certain points instead?)

____ Too short (Do some important ideas need more development? Could more examples or embellishments be used?)

VOCAL PATTERNS

____ Pauses seem natural
____ Pauses are not vocalized with an overuse of Um's, er's, y'know's, I mean, etc.
____ Volume is adequate (not too loud or soft)
____ Pace is adequate (a little slower than daily conversation)
____ Words are enunciated clearly, and not over-enunciated
____ Tone, pitch, volume and pace are varied to add emphasis

PHYSICAL DELIVERY

____ Free of distracting mannerisms
____ Stance appears comfortable and relaxed
____ Movements around the podium or from side to side are natural
____ Hand gestures are natural
____ Eyes not glued to notes, looks at audience frequently
____ Facial expressions are varied

Worksheet #3

Observer's Checklist for Rehearsals (Continued)

VISUAL AIDS (General)

____ Visuals are clear
____ Visuals help to clarify facts
____ Visuals add to and do not distract from the presentation
____ Artwork is appropriate to illustrate the point. Not overly elaborate

OVERHEAD TRANSPARENCIES (Viewgraphs)

____ Speaker is positioned so that shadow is not cast on screen
____ Speaker does not appear "anchored" to projector -- moves around at appropriate times
____ Speaker or assistant changes viewgraphs smoothly
____ Screen is not left blank with light on for more than a few seconds

35 MM SLIDES

____ Slides are in the proper order, none upside or reversed, no blank positions
____ Room darkened, but not too dark
____ Lettering size appropriate for room size
____ Pictures appropriate and of high quality

FLIP CHARTS

____ Lettering size appropriate for room size
____ Colors used for emphasis -- not over-used
____ Hand drawn sketches are neat, not sloppily drawn
____ Hand lettering is legible

Worksheet #4

Logistics Planning

A quick scan of this checklist can help prevent unwanted surprises.

SITE: _____

ADDRESS: _____

____ Meeting Date & Time: _____
____ Directions Distributed: _____
____ Contact Person & Telephone: _____
____ Facilitator: _____
____ Number of People Expected: _____
____ Panel Members Notified: _____
____ Agenda/Meeting Eval. Forms Prepared: _____
____ Oral Presentation Prepared: _____
____ Keynote Speaker's Comments Prepared: _____
____ Visual Presentation (slides/graphics/displays) Prepared: _____
____ Dry Run Date and Location: _____
____ Ground Rules: _____
____ Biographical Sketch Prepared for Moderator: _____
____ Contingency Plan for Notice of Cancellation or Postponement _____
____ Court Reporter Confirmed: _____

ROOM ARRANGEMENTS

____ Room Layout _____
____ Room Setup (tables/chairs/press) _____
____ Room Access (time open, close) _____
____ Setup time _____
____ Security _____
____ Janitorial Services _____
____ Rest Rooms Open _____
____ Ventilation _____
____ Refreshments _____
____ Lecterns _____
____ Rental Fee _____
____ Access for physically impaired persons _____

Logistics Planning (Continued)

ANNOUNCEMENT

- ____ Call Key Community Contacts
- ____ Print Set Of Mailing Labels
- ____ Prepare And Distribute Fact Sheet
- ____ Prepare Press Release
- ____ Prepare And Distribute Press Release
  - -- Date: _____
- ____ Send Materials To Information Repositories
- ____ Place Public Notice In Newspapers
  - -- Date: _____
- ____ Distribute Meeting Notice Fliers
  - -- Date: _____

AUDIO VISUAL EQUIPMENT

- ____ Slide Presentation/Projector (Extra Bulb)
- ____ Overhead Transparencies/Projector (Extra Bulb)
- ____ Video Tape Presentation/Tape Player & TV Set
- ____ Film Presentation/Projector (Extra Bulb)
- ____ Screen
- ____ Microphones (Stationary & Remote)
- ____ Cassett Recorder/Tapes/Batteries
- ____ Press Hookup
- ____ 35mm Camera/Flash/Film
- ____ Video Camera/Tape
- ____ Extension Cord(S)
- ____ Pointer For Projection Screen
- ____ Tables For Projector(S)
- ____ Equipment Checked And Functioning

BASIC SUPPLIES

- ____ Name Plates/Name Tags
- ____ Directional Signs
- ____ Copies of Agenda/Eval Forms
- ____ Copies of Fact Sheet
- ____ Other Handouts
- ____ 3"X5" Index Cards
- ____ Pens
- ____ Markers
- ____ Easel/Flipchart
- ____ Poster Paper
- ____ Blank Paper
- ____ Chalk
- ____ Eraser
- ____ Tape
- ____ Scissors
- ____ Business Cards

MEETING FOLLOW-UP

- ____ Return Equipment
- ____ Participants Debriefing
- ____ Respond To Information Requests
- ____ Distribute Transcripts/Minutes
- ____ Send Thank-you Letters
- ____ Prepare Meeting Evaluation Recommendations & Distribute

CHAPTER III:

PUTTING IT ALL TOGETHER

III. PUTTING IT ALL TOGETHER

We have, thus far, spent a great deal of time discussing the planning efforts and work involved in preparing an effective presentation. Let's "put it all together now" by looking at actual visuals and presentations that have been used in the EPA Regions. The first part of this chapter, Picture It, presents four sets of illustrations. Each set consists of two illustrations that use alternative ways to present the same information visually. The second part of this chapter, How Others Do It, makes use of two actual Superfund presentations that have been used in the Regions. By looking at how others have done it, you can more easily do it when it is your turn to make a presentation!

Picture It

Be creative in telling your story with images. The following pages show some ideas, comparing ways that visuals can go from bad to good, or good to better. The audience's experience will, of course, help you determine the best way to present your information. For example, audiences with little or no knowledge of your subject tend to require visual aids that are simple and easy to understand. More sophisticated audiences, however, require visual aids that contain more detail, familiar technical jargon, or illustrations that are more complex.

Whether the audience is experienced or inexperienced, the most effective visuals are those that convey only one idea in each picture. Visuals that contain too much information lead to confusion. As Don Keough once said, "Some pictures may be worth a thousand words, but a picture of a thousand words isn't worth much." Remember, when selecting and designing your visuals, conciseness and clear illustrations will enhance your message.

COMMONLY USED COMMUNITY RELATIONS TECHNIQUES

- Informal Meetings
- Public Meetings
- Door-to-Door Discussions
- Telephone Contacts
- Fact Sheets/Progress Reports
- Information Repository
- Site Tours

APPROPRIATE AMOUNT OF INFORMATION TO BE SHOWN ON A SLIDE OR OVERHEAD TRANSPARENCY BUT. . .

LACKS INTEREST

[OR]

COMMONLY USED COMMUNITY RELATIONS TECHNIQUES

WORDS AND PICTURES ADD VARIETY, INTEREST AND CLARITY TO VISUAL

SEPTAGE MANAGEMENT: RISKY BUSINESS

- Bacteria, Viruses, Ammonia and Solvents Pose a Threat to Health and Environment
- Lack of Licensed Facilities for Disposal Leads to Illegal Dumping
- New Sanitary Codes Offer a Beginning of the Solution

LENGTHY SENTENCES SHOW TOO MUCH INFORMATION, MESSAGE LACKS INTEREST

[OR]

SEPTAGE MANAGEMENT: RISKY BUSINESS

SHOWS THE MESSAGE IN A MORE INTERESTING WAY, BUT MAY NOT BE APPROPRIATE FOR EVERY AUDIENCE

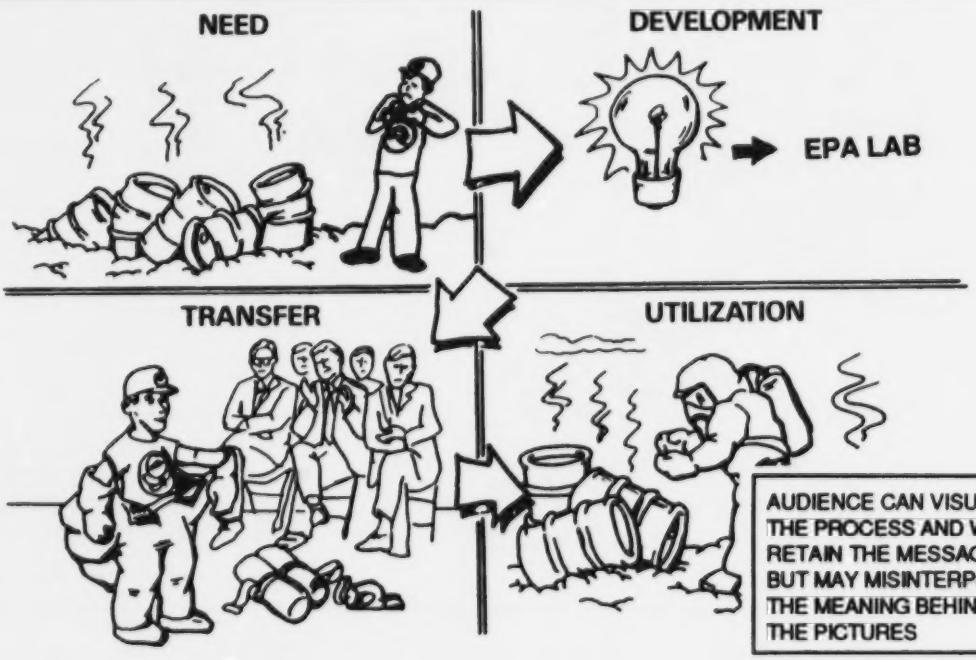
TECHNOLOGY ISSUES POSE AN ONGOING CHALLENGE FOR SUPERFUND

- EPA Remedial Personnel Perceive a Need for Technological Development (E.G., New Type of Personnel Protective Gear)
- Development of Protective Suit and Breathing Apparatus by ERT/LAB
- Testing of the Protective Gear by Independent Testing/Research Organization
- Production and Utilization of the New Product

MORE THAN SIX WORDS PER LINE LEADS TO LITTLE VISUAL APPEAL

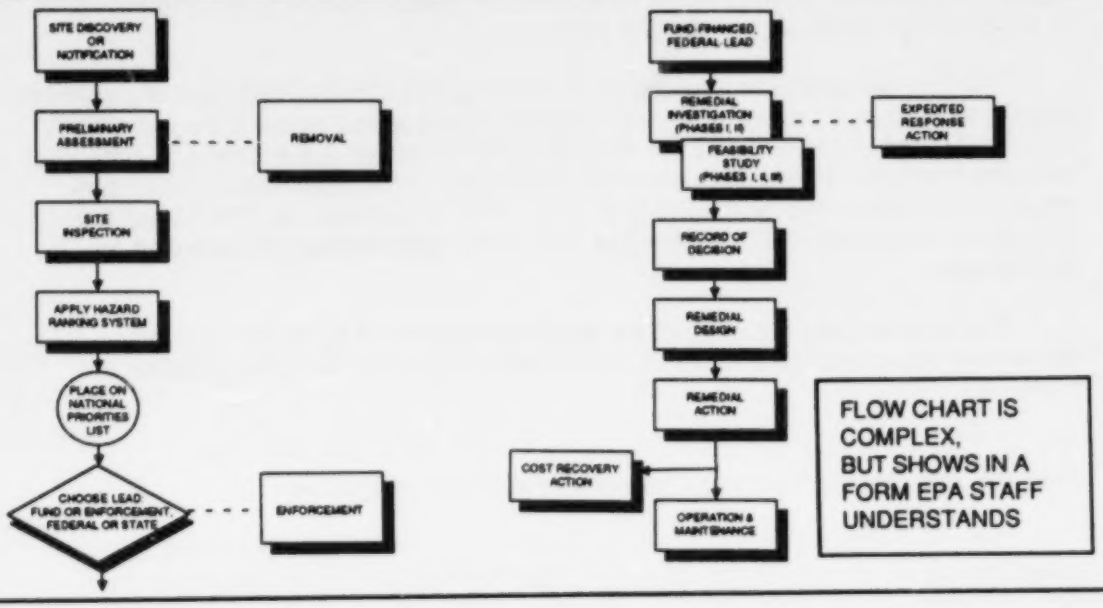
[OR]

TECHNOLOGY ISSUES POSE AN ONGOING CHALLENGE FOR SUPERFUND



AUDIENCE CAN VISUALIZE THE PROCESS AND WILL RETAIN THE MESSAGE, BUT MAY MISINTERPRET THE MEANING BEHIND THE PICTURES

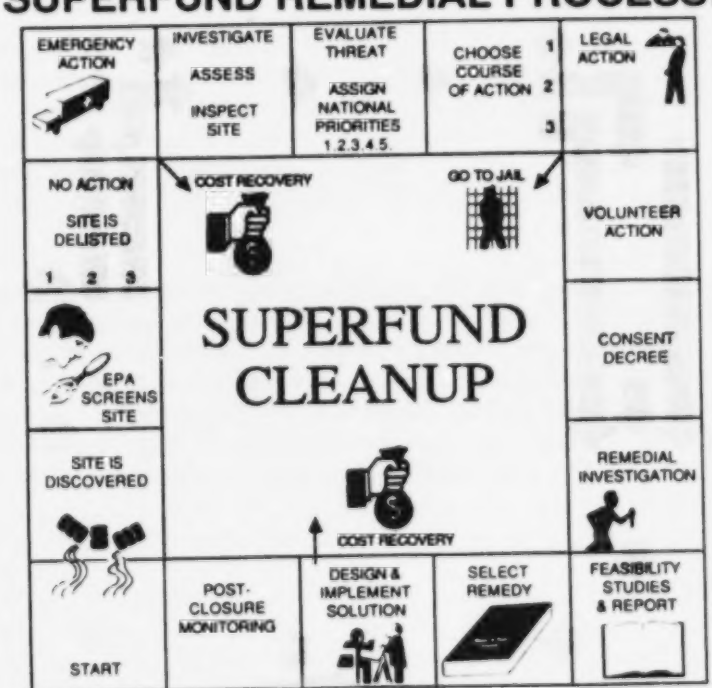
SUPERFUND REMEDIAL PROCESS;



FLOW CHART IS COMPLEX, BUT SHOWS IN A FORM EPA STAFF UNDERSTANDS

[OR]

SUPERFUND REMEDIAL PROCESS:



PICTORIAL TECHNIQUE SHOWS THE PROCESS IN A MORE INTERESTING WAY, BUT REQUIRES MUCH INTERPRETATION

How Others Do It

Included here are two effective Superfund presentations that have been used successfully in the Regions. Each presentation used different types of visual aids to support and reinforce the content delivered.

The first presentation was made on the Koppers Oroville site, and the speaker used a slide show to support the information. The second presentation, the XYZ Landfill Record of Decision, is an adaptation of an actual Superfund presentation that was delivered to two very different audiences. This presentation, therefore, required the use of two types of visual aids. The circumstances that necessitated the use of two types of visual aids are discussed, and copies are provided as attachments.

These examples are offered as additional guidance by which you may determine the scope and preferences for designing your own presentation material.

Presentation On The Koppers Oroville Remedial Investigation

The presentation on the Koppers Oroville Superfund site illustrates the effectiveness of 35 mm slides as visual aids. The presentation was made to approximately 30 area residents, in the form of a public meeting. Prior to this meeting, fact sheets were mailed to each of the area residents. The fact sheets explained the general Superfund process, including enforcement components, and identified the need for a Remedial Investigation at the Koppers Oroville Superfund site.

For the public meeting, the enforcement Project Manager prepared a slide show to reinforce the information contained in the fact sheets. The purpose of the public meeting was to educate the audience of the need for the Remedial Investigation and to focus the community's attention on the work to be done at the site. To ensure that every one at the meeting had a good working knowledge of the Superfund process, the Project Manager opened the presentation with a brief overview of Superfund.

Refer to the slide show, on the pages that follow, to see how well the slides are organized and how effectively the Project Manager directs the attention of the audience throughout the presentation. A brief analysis of the presentation is provided, along with the actual verbage and copies of the slides that were used in the slide show presentation. Following the slide show are suggestions on how the presentation on the Koppers Oroville site could be improved. These suggestions are followed by a discussion on the alternative visual aids that could be used to present the same information.

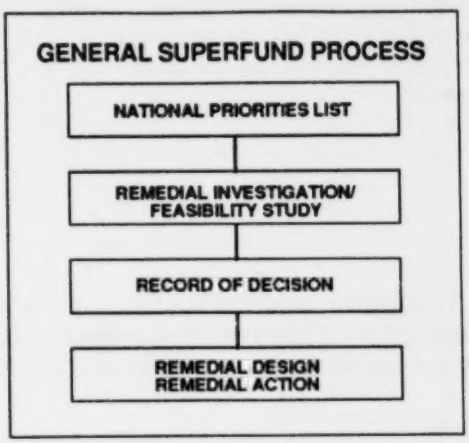
SLIDE SHOW
KOPPERS OROVILLE SITE PRESENTATION: REMEDIAL INVESTIGATION

The slide show begins after the Project Manager has briefed the audience on the Superfund process in general. The italicized text beside each slide represents the commentary the Project Manager provided during the presentation.

The first slide, listing four major components of the Superfund process, serves to orient the audience. The Project Manager explains that the presentation will focus on work to be done at the site, as directed by agreements under the signed Consent Order.

Slide #1

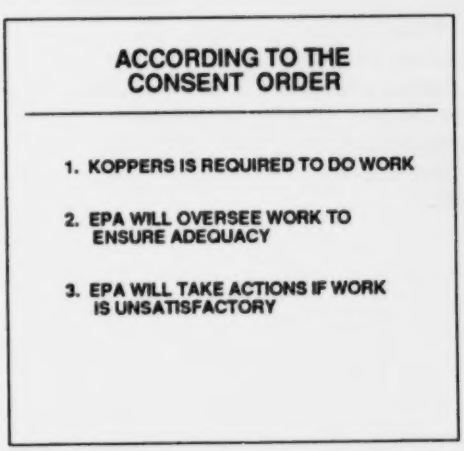
- *Now that you have heard how the Superfund process led us to this point in the enforcement process, I will explain how the recently signed Consent Order will direct work both on and off the Koppers site.*



The second slide presents the three guiding principles of the Consent Order. This slide allows the audience to understand the content of the Consent Order. The Project Manager repeats the three points to reinforce the message. Through the use of verbal and visual cues, the audience gains an understanding of the Consent Order requirements.

Slide #2

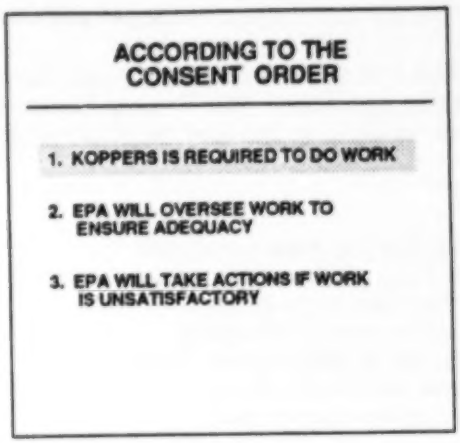
- *I will focus my presentation by using the following three guiding principles of the Consent Order:*
  - *Koppers is required to do the work.*
  - *EPA will oversee Koppers' work to ensure adequacy.*
  - *EPA will take actions if the work is unsatisfactory.*


ACCORDING TO THE CONSENT ORDER
1. KOPPERS IS REQUIRED TO DO WORK
2. EPA WILL OVERSEE WORK TO ENSURE ADEQUACY
3. EPA WILL TAKE ACTIONS IF WORK IS UNSATISFACTORY

The next slide highlights the first requirement contained in the Consent Order. The Project Manager explains the need for a work plan for the site and leads the audience into a closer review of the work plan.

Slide #3

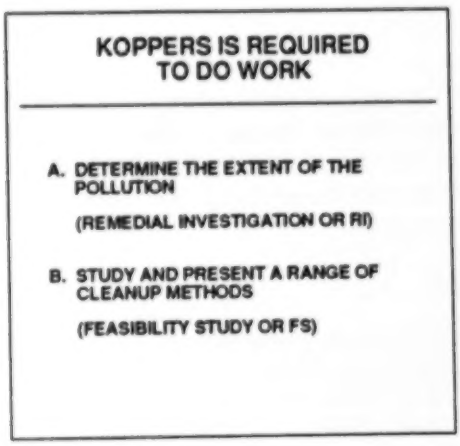
- *The first of these principles requires Koppers to perform the technical site work. Lengthy negotiations have resulted in a work plan that we have placed in information repositories for a six week public comment period. I would now like to explain the technical activities required by the work plan.*


ACCORDING TO THE CONSENT ORDER
1. KOPPERS IS REQUIRED TO DO WORK
2. EPA WILL OVERSEE WORK TO ENSURE ADEQUACY
3. EPA WILL TAKE ACTIONS IF WORK IS UNSATISFACTORY

The fourth slide moves the focus of the presentation to the two major tasks required of the Remedial Investigation (RI) and Feasibility Study (FS). This slide helps the speaker direct audience attention to a discussion of key features of the RI.

Slide #4

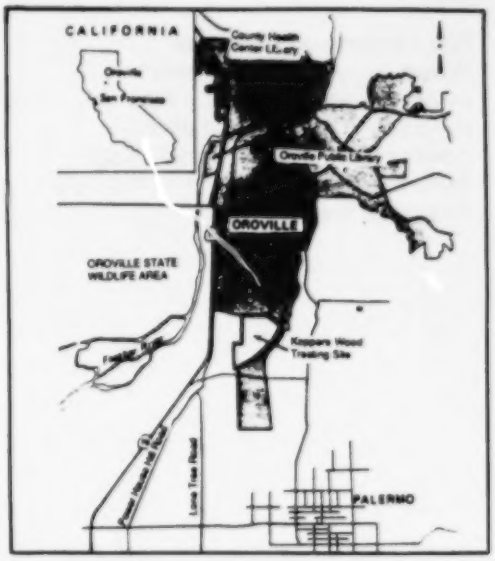
- *The two major aspects common to this and other Superfund work plans are that the extent of contamination must be determined in a Remedial Investigation, and a range of potential cleanup methods must be studied in a Feasibility Study. You may be asking yourself how the Superfund process will be applied to the investigation and cleanup of the Koppers site. Let me address this question by looking at the site problem and describing the key features of the Remedial Investigation.*


KOPPERS IS REQUIRED TO DO WORK
A. DETERMINE THE EXTENT OF THE POLLUTION
(REMEDIAL INVESTIGATION OR RI)
B. STUDY AND PRESENT A RANGE OF CLEANUP METHODS
(FEASIBILITY STUDY OR FS)

The Project Manager effectively uses text slides to reinforce the information presented. The tendency to overuse these, however, risks boring the audience. This speaker is careful to integrate the slide show with text slides and image slides, such as photographs, maps or illustrations. The fifth slide is a map of the city of Oroville. The map identifies the location of the site and the two information repositories. You will note a small inset map in the upper left corner that shows the city's location within the state.

Slide #5

- *This map shows the city of Oroville, the Koppers site at the southern edge of town, and the Feather River to the west of the site. Both Oroville information repositories containing the draft work plan and other site related documents are indicated.*



Continuing with the image theme, the next slide is a photograph of the site. It shows the plant buildings and the surrounding landscape. Maps are useful tools for orienting the audience with the site area. The discussions regarding the site are, of course, more meaningful when the audience can picture the site in their minds.

Slide #6

- *This photograph shows a view of the site from the southeast. The buildings in the center are on the Koppers site, while the buildings behind them are part of the neighboring Louisianna-Pacific Superfund site.*

The seventh slide is a photograph of the wood treating operation at the Koppers plant. Most of the area residents were not familiar with the plant operations, and this picture allows them to see the type of activity that occurred at the site when it was in operation and the process that caused the problem at the site.

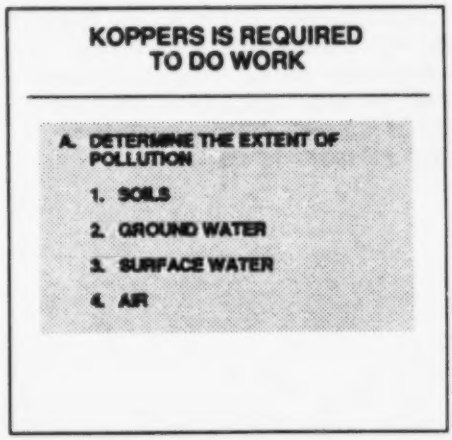
Slide #7

- *Site contamination has resulted largely from Koppers' wood treating operations over the past 30 years. This photograph shows treated wood being removed from one of the company's treatment cylinders.*

At this point in the presentation, the Project Manager moves the audience attention to the four technical studies involved in determining the extent of pollution. The eighth slide presents a "menu" of what the work will entail. The menu slide will be used four times during the course of the presentation, as each item of work on the menu is discussed. The menu slide is usually followed by an image slide depicting the technical study to be performed.

Slide #8

- *To begin the Remedial Investigation, Koppers will first examine the extent of soil contamination by taking soil borings at 41 onsite locations.*



The next slide is a photograph of a hollow stem auger, a piece of equipment that will be used during the RI at the site. By familiarizing the audience with the type of equipment used during the RI, the Project Manager helps to put every one at ease with technical terms that could otherwise be misunderstood.

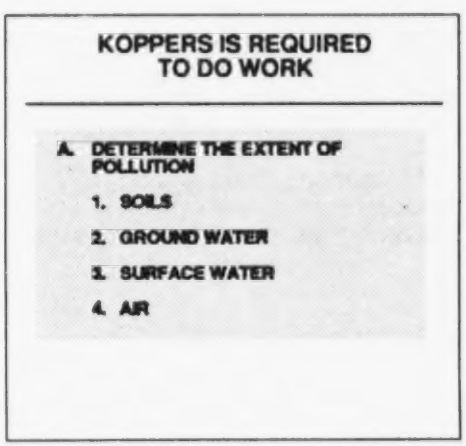
Slide #9

- *This photograph shows the type of "hollow stem auger" that will be used to remove soil cores from the site for chemical analysis. At 20 of the 41 sampling locations, borings will be taken from a depth of approximately 30 feet, or the location of the water table.*

The tenth slide is the menu slide again. Repetition of this slide serves to remind the audience of the four technical studies involved in determining the extent of pollution. The Project Manager points to the second item and directs the attention to the second technical study.

Slide #10

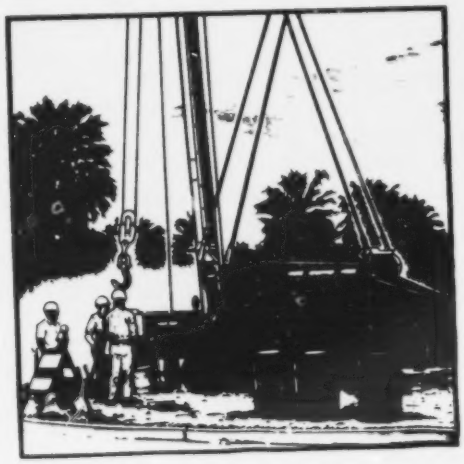
- *Another aspect of the Remedial Investigation will be to examine the extent of ground-water contamination by sampling existing monitoring and residential wells and installing 13 new monitoring wells to a depth of 275 feet.*



The next slide is a photograph of a drilling rig used to drill ground-water monitoring wells. This slide provides the audience with a picture that brings better meaning to the new concept, drilling rig.

Slide #11

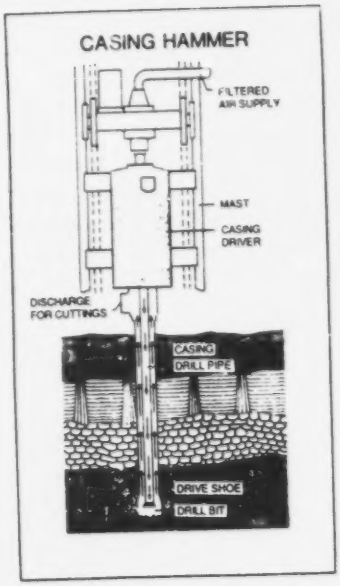
- *This photograph shows a drilling rig similar to what will be used by Koppers to drill the new monitoring wells. Of the 13 new planned wells, nine will be installed south of the site and four will be constructed onsite.*



The twelfth slide illustrates a technical feature of the ground-water testing process. The Project Manager effectively presents technical information in layman's terms to the area residents by presenting technical information when necessary but making it useful to the audience by explaining it in simple terms.

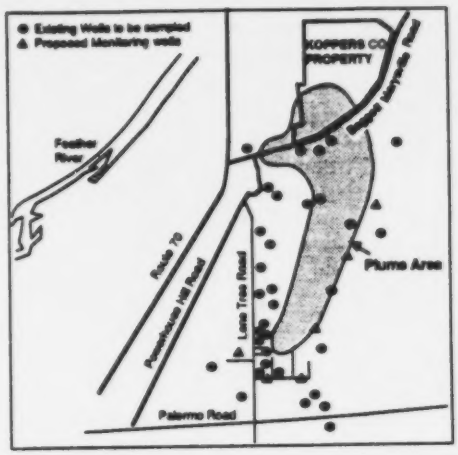
Slide #12

- *This illustration depicts the "casing-hammer" drilling method used to define the types of soil layers that will be drilled through during monitoring well construction. This method allows us to test for the presence of ground-water contamination at various depths in the soil "profile".*



The following slide and accompanying commentary is a good example of careful planning. When developing the slide show, the Project Manager considered the needs of the area residents who would attend the meeting. The Project Manager anticipated the concerns that the audience would express and prepared answers to potential questions. The Project Manager prepared this map slide to show where contamination has spread and to identfy the wells that will be tested. The slide is a map of the site area, marking the plume of contamination and the location of the monitoring wells.

Slide #13



- *The ground-water investigation includes detailed sampling of both new and existing wells. This figure depicts the "estimated plume" and shows existing and proposed wells to be sampled in the investigation. The existing wells include many residential supply wells.*

- *Households with contaminated wells have received an alternate water supply from the Oroville-Wyandotte Irrigation District's (OWID) distribution system. This system also covers a buffer zone around the estimated plume where well contamination has not been detected.*

- *The sampling program will focus more on the monitoring wells than the existing residential wells because the former are drilled deeper specifically to yield essential ground-water data while the latter are drilled into relatively shallow zones to supply water for irrigation and domestic purposes.*

The fourteenth slide is the menu slide again. It is used at this point to remind the audience of the four technical studies involved in determining the extent of pollution and to move their attention to the third technical study.

Slide #14

- *During the Remedial Investigation, we will also examine the extent of surface water and sediment contamination.*

KOPPERS IS REQUIRED TO DO WORK

A. DETERMINE THE EXTENT OF POLLUTION
   1. SOILS
   2. GROUND WATER
   3. SURFACE WATER
   4. AIR

The next slide is a photograph of the aeration pond, currently used by Koppers to treat waste water from the wood treating operations. The Project Manager refers to this slide to explain how waste water is treated. "A picture is worth a thousand words," particularly when presenting new concepts to an audience.

Slide #15

- *This photograph shows a view of Koppers' aeration pond that is currently used to treat wastewater. This surface water is treated and pumped to spray fields where it eventually flows off-site. The State of California's Toxic Pits Control Act requires Koppers to cease this treatment method by January 1, 1988.*

The following slide shows the technical staff involved in testing surface water. This slide is engaging and interesting because it reveals the people performing the activity discussed.

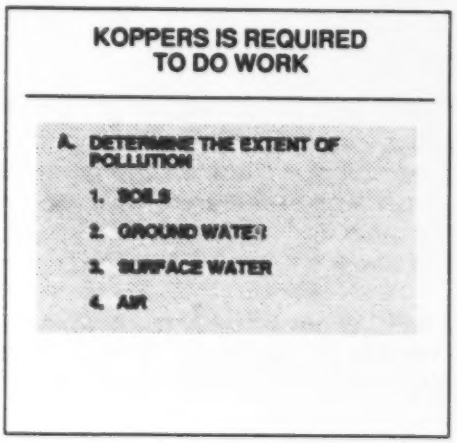
Slide #16

- *To determine the impact that this wastewater run-off has had on nearby surface water and sediment, Koppers will sample surface water and sediment both on and off-site.*

If an image slide is not available to depict the type of action that is being described, the menu slide can be used. This is the case with the discussion of air testing.

Slide #17

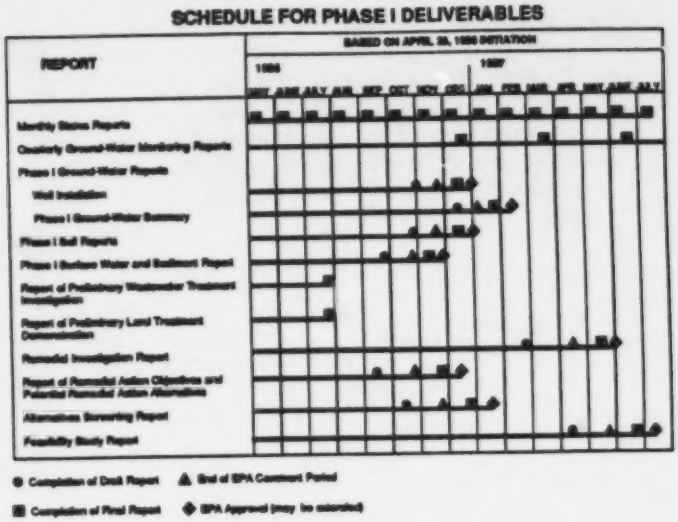
- *The last key component of the Remedial Investigation is to examine air contamination resulting from wood treating activities at the Koppers and Louisianna-Pacific facilities. The Koppers work plan requires the company to sample airborne dust stirred-up from the site's contaminated soil. Moreover, EPA is doing an air study, independent of the work plan, to determine the impact that the facilities' gas emissions and releases from the wood-waste fueled boilers have on the surrounding community.*



The Project Manager concludes the presentation with a schedule of when the various technical activity reports are due to EPA. This slide illustrates that EPA is ready to act on the RI/FS activities described and discussed at the public meeting.

Slide #18

- *This slide shows the schedule that Koppers must follow to submit technical reports to EPA. If you are interested in a closer review of the schedule, please refer to the work plan for the Remedial Investigation/ Feasibility Study.*



END OF PRESENTATION

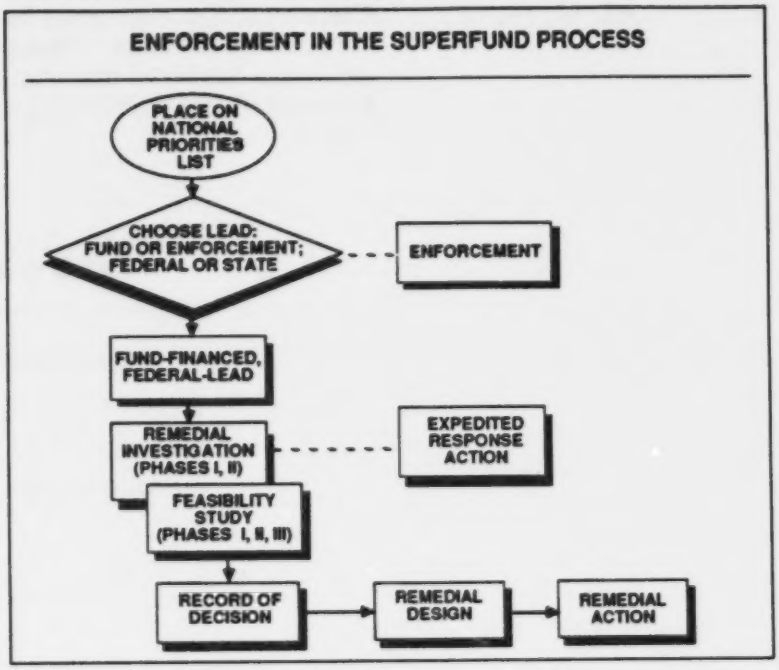
The strength of the presentation on the Koppers Oroville Superfund site lies in its mixture and economy of visuals, and the speaker's close interaction with the audience. At all times, the speaker is in charge of the presentation and does not allow the visuals to take over. The slides are presented only to make points visually that reinforce the speaker's main verbal points. The speaker's energetic style, preparedness, and interest in the audience will also help in making the presentation successful.

As with all presentations, improvements can be made to the Koppers Oroville Superfund site presentation. These improvements are discussed, followed by a concluding discussion on the other types of visual aids that could have been used.

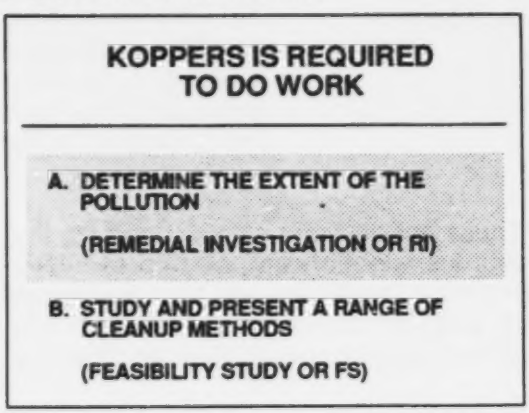
Some improvements to this presentation would include:

- **A title slide:** Title slides can help to gather audience attention to the subject

- **Slide #1:** Though this slide names four major components of the Superfund process, there is no visual cue as to where the enforcement process, specifically the Consent Order, fits in. The example below shows how the link can be made in a slide.



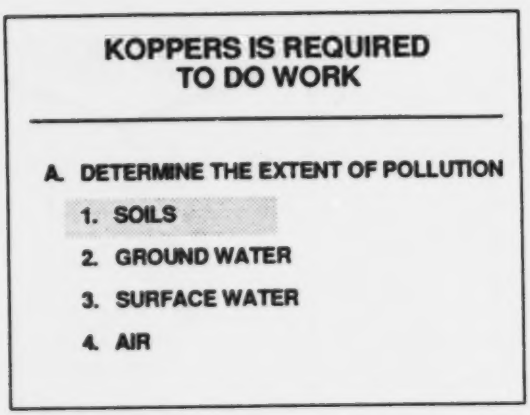
- **Slide #4:** Item A should be highlighted with color to indicate that "determining the extent of pollution – or RI" is the subject of the next several slides.


KOPPERS IS REQUIRED TO DO WORK
A. DETERMINE THE EXTENT OF THE POLLUTION
(REMEDIAL INVESTIGATION OR RI)
B. STUDY AND PRESENT A RANGE OF CLEANUP METHODS
(FEASIBILITY STUDY OR FS)

The fact that the presentation does not include any discussion of point "B" (the FS) on slide #4 should be stated in the talking points for this slide. A slide or two added at the end of the presentation to reiterate the need for this step would avoid the problem of leaving the audience with an incomplete understanding of the RI/FS process.

- Menu slides #8, 10, 14, 17

Attention to the main point featured on each of these slides could be better focused using a highlighting technique similar to that used in slide #3. An example of this highlighting technique is presented below.



- Follow-up to slide #17

As in the case of the preceeding three menu items, greater comprehension of the point "determining the extent of air pollution" featured in slide #17 could be achieved if the menu slide were followed by one or two photographs illustrating the nature of the work.

These suggestions notwithstanding, the Koopers Oroville example represents a straightforward, clean presentation delivered by EPA staff having the appropriate knowledge and technical expertise concerning the site. It is, therefore, easy to see why it was successful in helping build constructive two-way communication between EPA and the site community members.

ALTERNATIVE VISUAL AIDS

Slide presentations are adaptable for a range of circumstances, from small, informal meetings to a conference address before professional peers. However, the use of slides for a presentation often is impractical, due to cost, time constraints, nature of the material, or unavailability of resources. In these cases, other visual aids can serve as effective communication tools. The following discussion presents examples of how actual objects or models, flip charts, overhead transparencies, and wall maps could be used to convey the Koppers Oroville site information.

Actual Objects Or Models

Slide #8 contains a menu, addressing the fact that soil studies will be done. Passing around a sample soil core from a boring is an effective alternative for presenting this information. Of course, the sample soil core must be safe to handle, as should all objects that are handled by EPA and the public.

Slide #7 describes the company's business and the source of pollution. Presenting actual samples of the product (treated wood) or the company's sales literature is another option that would support the speaker's point.

Flip Charts

Flip charts are effective for small audiences, and are a good medium where the information to be conveyed is not complex. They can be hand lettered with marking pens, rather than typeset, thus keeping the mood informal while effectively conveying the speaker's message. An advantage of this media, besides its economical cost, is that it allows additional points, such as late-breaking developments, to be added "on the spot," as compared to hours or days of preparation lead time required for slides or overhead transparencies.

With flip charts, the technique of highlighting issues or points can be easily accomplished. For example, a menu of facts can be listed on a single page of a flip chart. Then, as the speaker progresses through each item on the menu, the speaker simply checks the item off or underlines it to focus the audience's attention on the point being discussed.

The Koppers Oroville slide briefing could have been accompanied with a flip chart, provided that the flip chart could be viewed at close range by the participants. For larger audiences, flip charts lose thir effectiveness simply due to illegibility at distances of more than a few feet.

Overhead Transparencies

Overhead transparencies can be produced quickly and inexpensively when only text and relatively simple charts are to be displayed. The technique of highlighting with shading or color used in the Koppers Oroville slide briefing would be equally as effective if used on transparencies. Maps and diagrams also could be reproduced on overhead transparencies quite economically.

Another alternative, but an expensive one, is to reproduce color photographs as transparencies. For these to be reproduced as transparencies of a size large enough to be used for overhead projection, an expensive process and specialized equipment is required. Typically a full-service photographic vendor would require several days turn-around time to provide full-color transparencies at a cost of $15 or more each. The ease with which to produce photographs on 35 mm slides does not exist with overhead transparencies. The speaker can not, for example, add photographs to the presentation on the same day that the pictures are taken. With 35 mm slides, however, the film can be taken to a local 1-hour processing facility or 1-day photo lab and be developed in time for the same day presentation.

Wall Maps

Wall maps could be used effectively in place of, or in addition to, the maps reproduced as slides in this briefing. Again, it is necessary for the audience to view the maps at fairly close range for optimum comprehension.

Presentation on the XYZ Landfill Record of Decision

The presentation on the XYZ Landfill Record of Decision illustrates two types of visual aids that can be used as effective communication tools at presentations. The XYZ Presentation is adapted from actual Superfund presentations made on the proposed remedial alternatives to various groups. The purpose of this adaptation is to provide a realistic example that capitalizes on the most effective methods used in the various Superfund presentations.

The four main objectives of the XYZ presentation were:

- To identify the problem at the site
- To identify the future problem(s) if the problems remains uncorrected
- To discuss the remedial alternatives
- To present the rationale for the proposed remedy.

The presentation was given in two different settings. The first presentation was given by the site project manager at a technical briefing for 10 environmental scientists. The second presentation was made at a public meeting for approximately 100 citizens in the site community. Each presentation provided the two audiences with identical information regarding the site; however, the level of detail and the types of visual aids used were different.

In preparation for the two presentations, the speaker conducted an audience analysis of the people who would be attending each event. For the technical briefing, the audience size, background, and knowledge of the problem revealed the need for a presentation aimed at an informed, technically sophisticated group. The briefing was scheduled to take place in a small meeting room, and an unusually high degree of controversy surrounded the issues that would be presented there.

The audience analysis of the 100 citizens at the community meeting revealed different needs from those identified for the environmental scientists at the briefing. The community meeting was, of course, much larger in audience size. The technical knowledge of the audience was limited, and the general understanding of the site problem varied throughout the group. Nevertheless, the citzens all shared common concerns and interests. A large auditorium was selected for the location of the presentation to accomodate the large attendance.

For the technical briefing, the speaker chose to use large (roughly 2-1/2 feet X 4 feet) color posters and a flipchart to serve as effective communication aids. The use of color posters is expensive to prepare, but the needs of the audience in this case warranted the extra cost. The posters contained a high level of detail to stimulate, and appeal to, the technical knowledge of the scientists. The high resolution of the

posters made them particularly attractive to view. The posters also provided the scientists with a clear accounting of the problem and EPA's proposed remedies. The only alternative to posters for high resolution is color slides, but these were deemed inappropriate for such a small group.

The use of color posters, accompanied with the flipchart, enabled the speaker to create a productive, informal setting. The speaker always faced the audience, thereby requiring direct interaction with the group, and the use of posters and the flipchart encouraged extra movement on the part of the speaker. The speaker pointed to the posters, referred the audience to the prepared text displayed on the flipchart pages, and, at times, used a bright blue marker to add audience input to the flipchart pages. The speaker's gestures and movement added energy and excitement to the presentation. At the conclusion of the briefing, the speaker distributed packets containing reduced, xeroxed reproductions of the posters. The packets were prepared to serve as a useful reference for each audience member. Refer to Attachment A for the reduced reproductions of the posters used at this presentation.

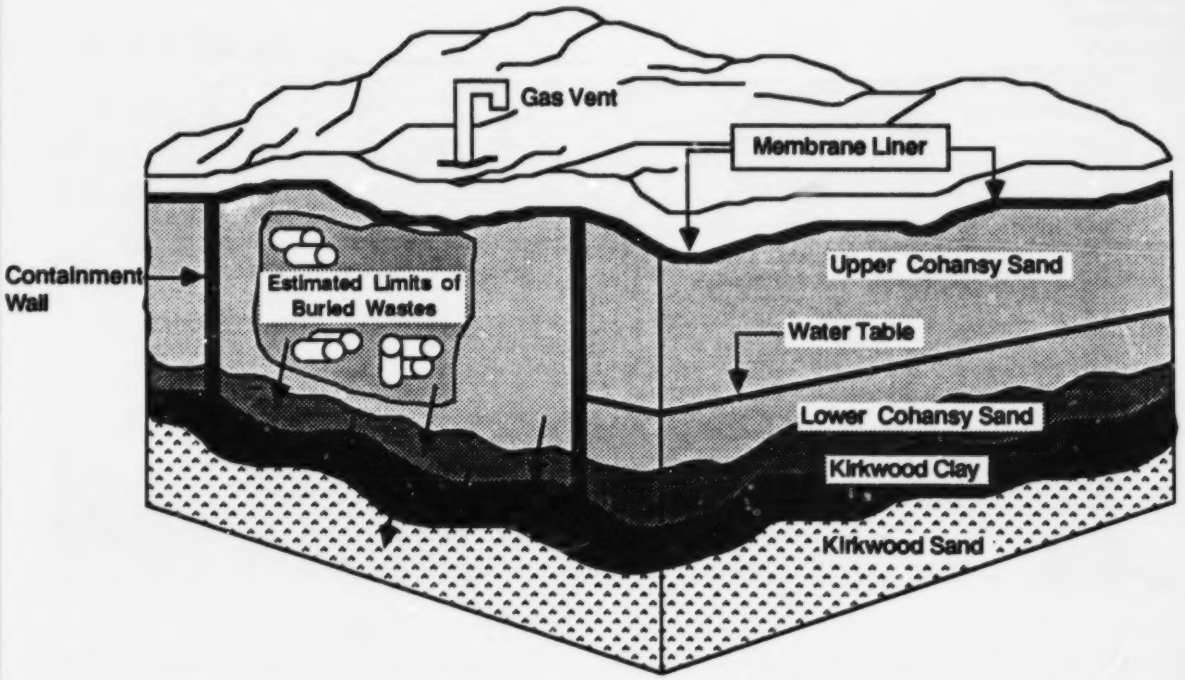
For the community meeting, the speaker chose to support the presentation with overhead transparencies and handouts. The overhead transparencies were projected on a screen at the front of the room and provided the audience with large, bright images that could be seen by every one. The handouts contained hard copies of the transparencies to be used for note-taking purposes and to assist those who could not easily see the screen. These were distributed at the beginning of the presentation. The visual aids used for this meeting were inexpensive to prepare, easy to use, and provided the audience with the general information they sought. The visuals contained much less detail than those required for a more technical audience.

The format of the community meeting required a more formal setting, and the speaker prepared a presentation that accommodated these needs. The speaker maintained good eye contact with the audience by dimming the lights rather than making the room dark. To control the attention of the audience, the speaker limited the number of transparencies used in the presentation, as well as the information contained on each transparency. By doing this, the transparencies could not stand by themselves. They required explanations, definitions, or background information that the speaker provided. These techniques enabled the speaker to deliver an effective presentation. Refer to Attachment B for the copies of the visual aids used at this meeting.

ATTACHMENT A

XYZ LANDFILL

WHAT IS THE PROBLEM?



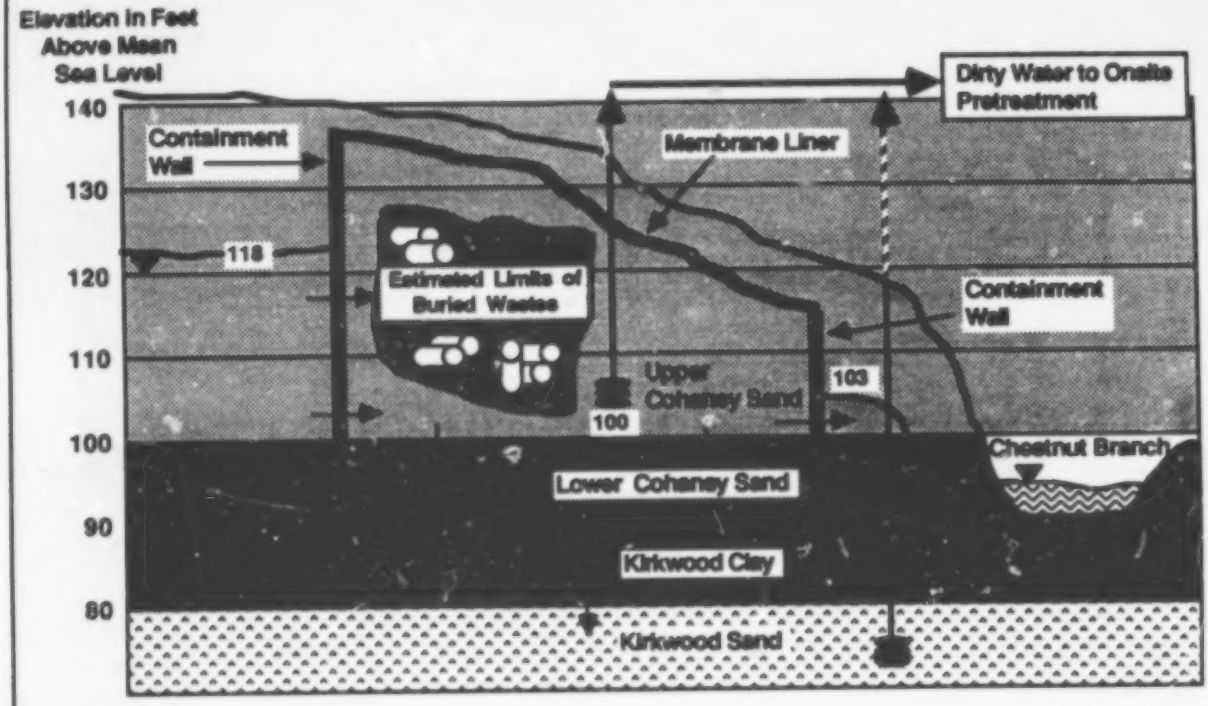
PRESENT CONDITIONS

- Alcyon Lake is Closed to Recreation
- Fences and Containment System are Installed
- 98% of Flow Captured
- Contamination has Spread Throughout Containment System
- No Acute Health Hazard Exists

XYZ LANDFILL

PROPOSED REMEDY #1

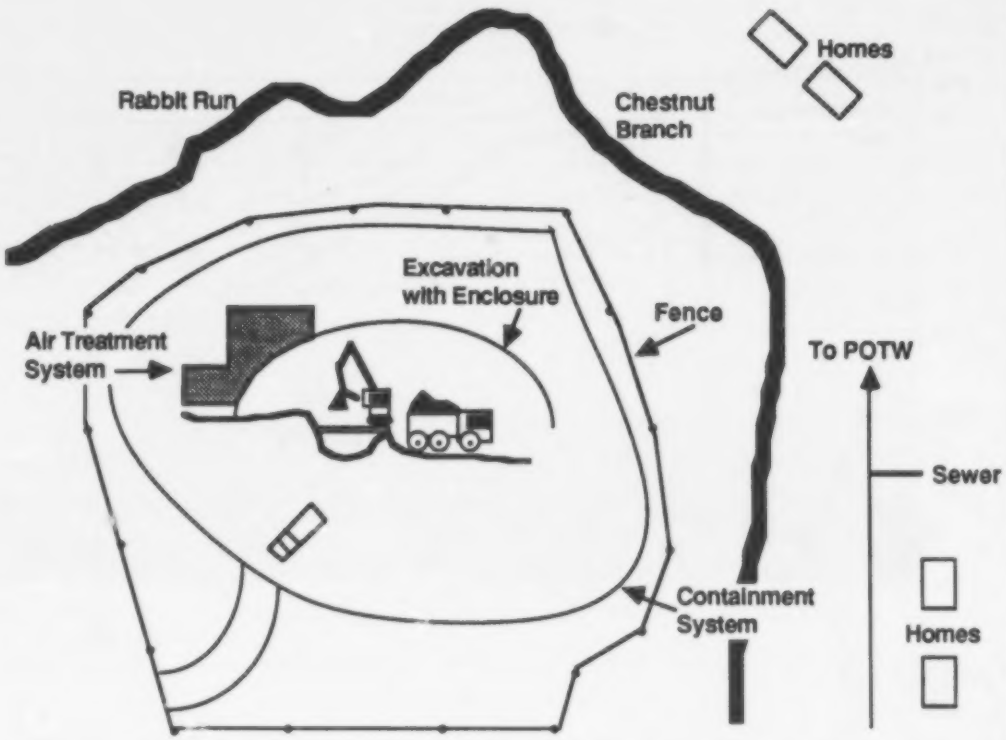
ENHANCED CONTAINMENT



PRO	CONS
• Meets Objective of 1982 Rod	• Little Reduction of Contamination • Potential of Future Seepage Into Offsite Areas

XYZ LANDFILL | PROPOSED REMEDY #2

COMPLETE REMOVAL



PRO

- Permanent Removal of Contamination

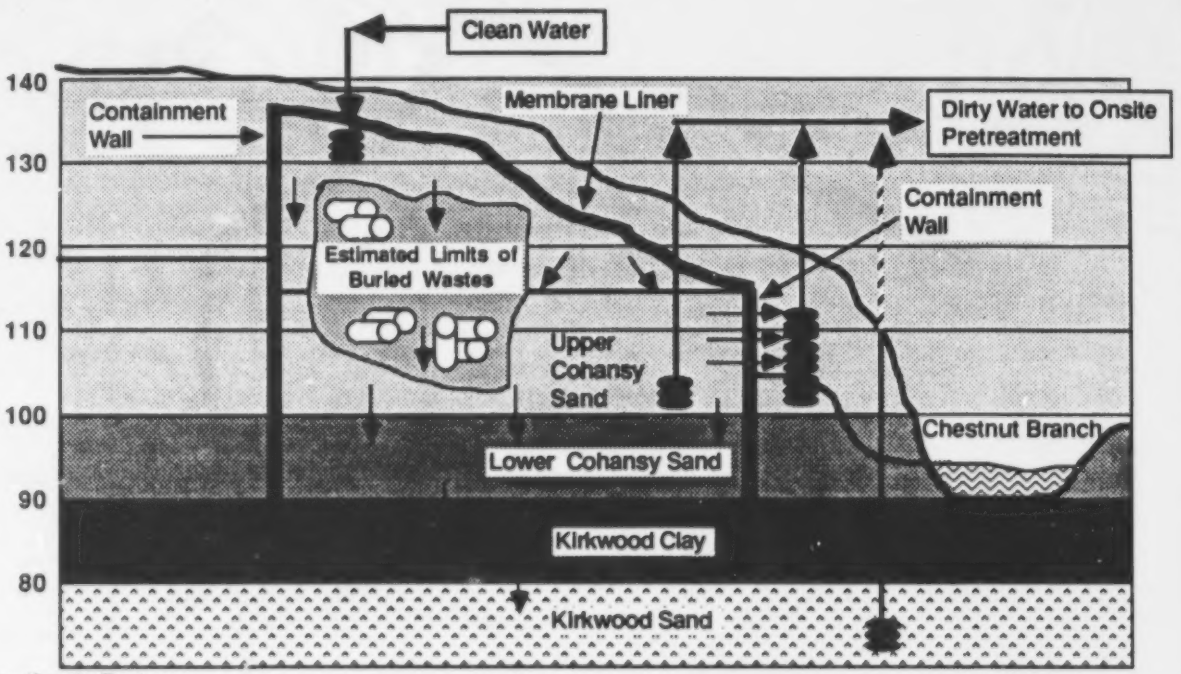
CONS

- Risk: Offsite Air Emissions
  Fires/Explosions
  Transport
- No Destruction of Contaminants
- Adequate Disposal Capacity May Not Be Available at All Facilities
- Excessive Cost

XYZ LANDFILL

PROPOSED REMEDY #3

FLUSHING



Elevation in Feet
Above Mean
Sea Level

PROS

- Permanent Reduction of Water Transportable Contamination
- Substantial Elimination of Future Offsite Migration Risk
- Elimination of Health and Safety Risks

CONS

- Non-Water Transportable Contamination Remain
- Short Term Offsite Impacts
- O & M Concerns
- 15-Year Duration
- Undemonstrated Technology

XYZ LANDFILL

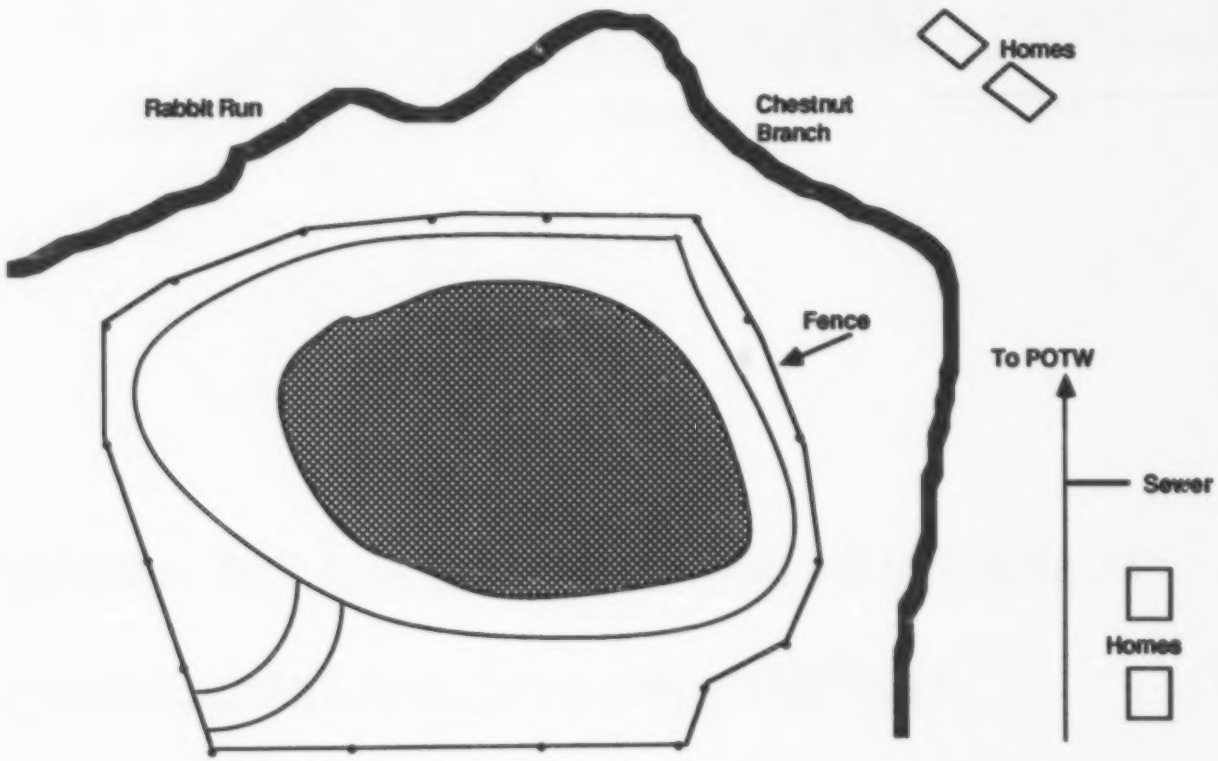
REMEDY SELECTION MATRIX

REMEDY	ANALYSIS
No Action	Future Risk to Public Health and Environment
Enhanced Containment	- Little Reduction of Contamination - Potential of Future Seepage
Complete Removal	- Risks too Great - No Destruction of Contaminants - Cost
Flushing	Permanent Reduction of Water Transportable Contaminants - Substantial Elimination of Offsite Migration Risk - Elimination of Health and Safety Risks

ATTACHMENT B

XYZ LANDFILL

WHAT IS THE PROBLEM?



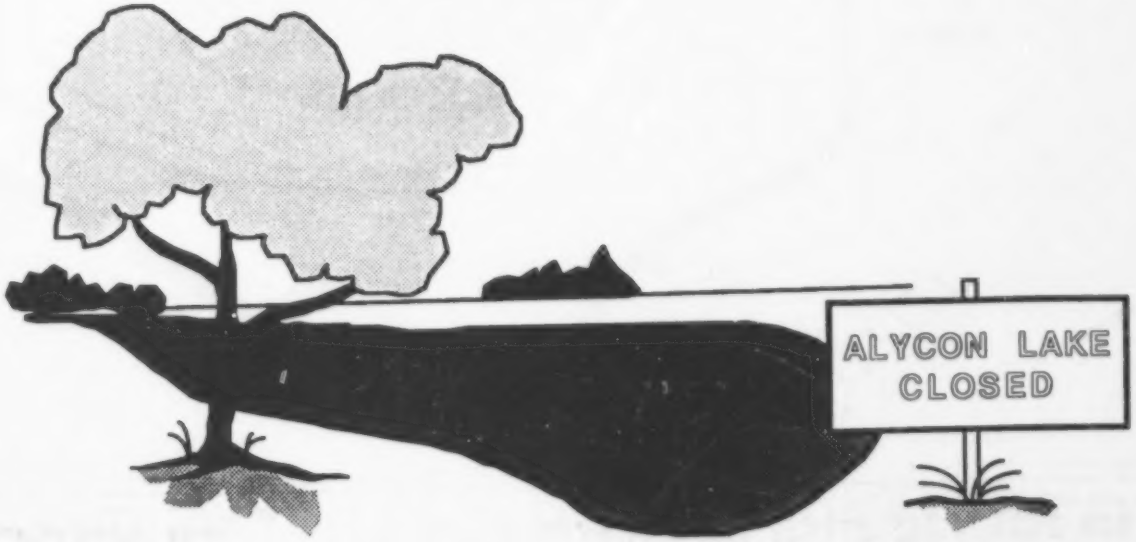
From 1958 to 1971, XYZ Landfill received domestic and industrial wastes.

XYZ LANDFILL

WHAT ARE THE IMPACTS?

If Problem Not Corrected:

- **Contaminants Will Continue To Migrate**
- **Alycon Lake Will Remain Closed To Recreation.**



XYZ LANDFILL

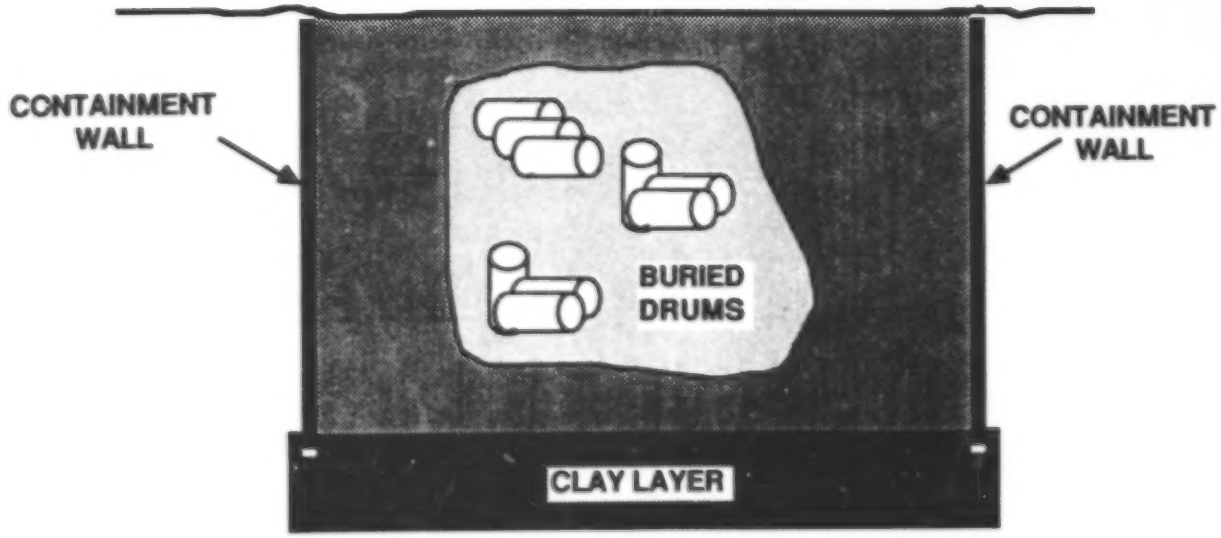
HOW CAN PROBLEM BE SOLVED?

Three Possible Remedies:

1. **Enhanced Containment**
2. **Complete Removal**
3. **Flushing**

XYZ LANDFILL	PROPOSED REMEDY #1

What Is Enhanced Containment?



LANDFILL

PRO

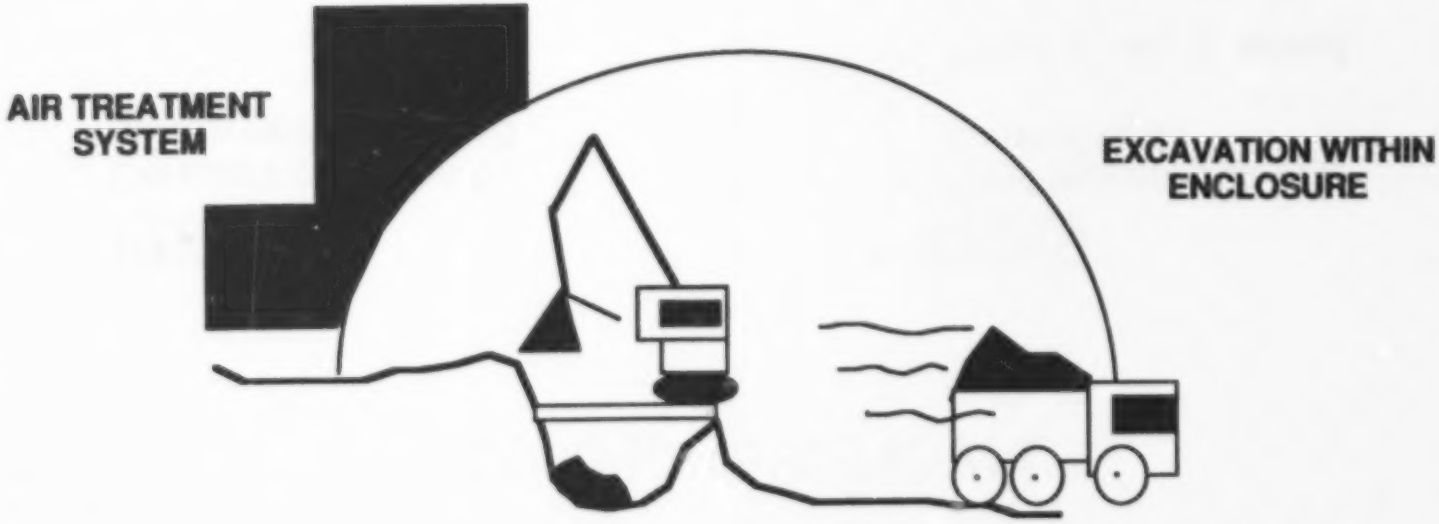
Improves reliability of containment system

CON

Does not significantly reduce contamination

XYZ LANDFILL	PROPOSED REMEDY #2

What Is Complete Removal?



XYZ LANDFILL	PROPOSED REMEDY #2

COMPLETE REMOVAL

PRO

Contamination can be permanently removed

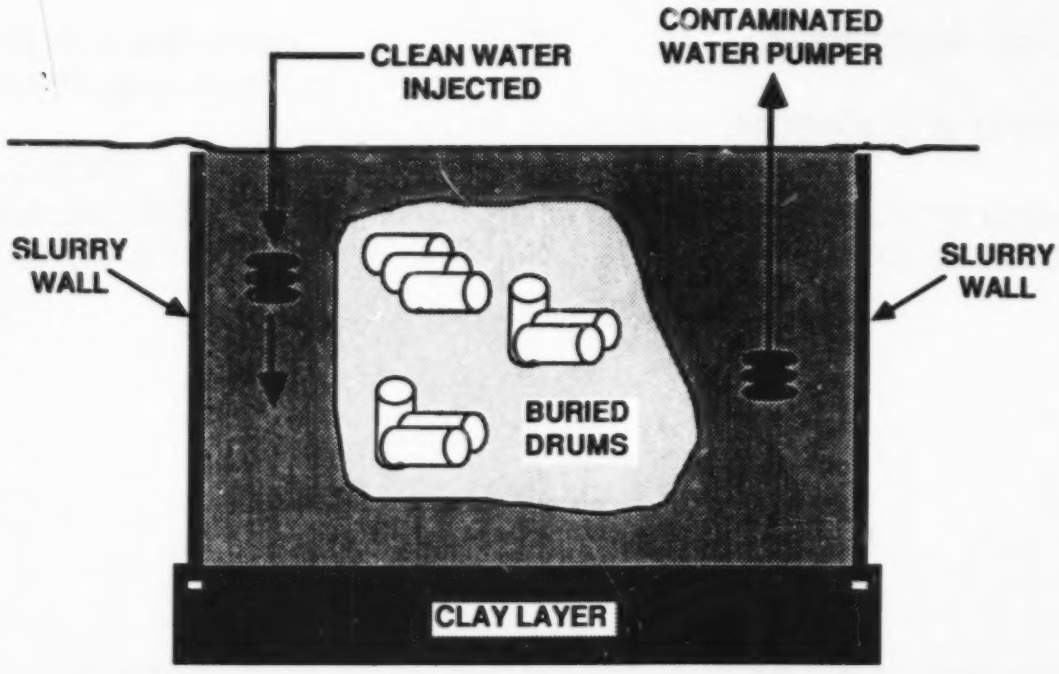
CONS

- Contaminants cannot be destroyed
- Several risks involved
- Availability of adequate disposal capacities questionable
- Excessive cost required

XYZ LANDFILL

PROPOSED REMEDY #3

What Is Flushing?



XYZ LANDFILL	PROPOSED REMEDY #3

FLUSHING

PROS

- Permanent reduction of water transportable containments
- Substantial elimination of future off-site migration
- Elimination of health and safety risks

CONS

- Non-water transportable contaminants remain
- Seepage can result
- Well clogging can occur
- 15-year duration

XYZ LANDFILL

ANALYSIS OF PROPOSED REMEDIES

No Action	Future risk to public health and environment
Enhanced Containment	• Long-term operation required • Little reduction of contamination • Potential of future seepage
Complete Removal	• Risks too great • No destruction of contaminants • Excessive cost
Flushing	• Permanent reduction of water-transportable contaminants • Substantial elimination of future off-site migration • Elimination of health and safety risks with no action and excavation

WRAPPING UP

WRAPPING UP

Making effective presentations is a skill that is developed with much practice and experience. This skill includes a combination of talents, such as an engaging speaking style, effective body language, and overall, a dynamic stage presence. These talents will soon become personal flair as you use them and hone them into effective public speaking skills. The discussions and tips included in this guide will assist you in designing your own presentations, selecting and preparing visual aids, and using these visuals as effective resources.

While the value of appropriate visual aids cannot be easily measured, their success at enhancing presentations is obvious. Visual aids:

- Help your audience see what you are talking about
- Provide emphasis to whatever is being said
- Make the meaning of spoken words tangible and real
- Add impact and excitement to the presentation.

When you need to make your next Superfund presentation, you can refer to this guide, your Community Relations Coordinator (CRC), and to the new knowledge and tips that you now have to create an effective presentation.

U.S. GOVERNMENT PRINTING OFFICE: 1989-648-163/87075